

Secondary Course

202 - English

Book - 1

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Chhattisgarh State Open School

Pension Bada, Raipur (C.G.)



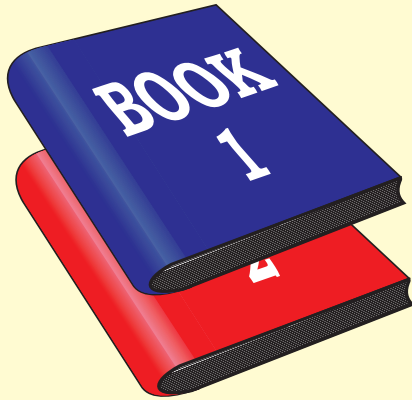
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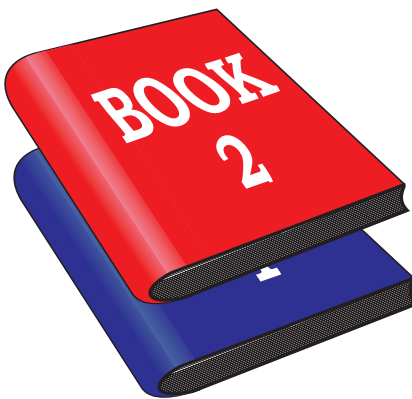
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Course Overview



BOOK 1

- Lesson 1. Snake Bite
- Lesson 2. How the Squirrel Got His Stripes
- Lesson 3. Kondiba—A Hero
- Lesson 4. Tall Trees
- Lesson 5. A Tiger Comes to Town-I
- Lesson 6. A Tiger Comes to Town-II
- Lesson 7. The Shoeshine
- Lesson 8. A Birthday Letter
- Lesson 9. Nine Gold Medals
- Lesson 10. Noise: How It Affects Our Lives
- Lesson 11. My Elder Brother
- Lesson 12. Indian Weavers
- Lesson 13. The Last Stone Mason
- Lesson 14. Stealing and Atonement



BOOK 2

- Lesson 15. My Vision for India
- Lesson 16. My Only Cry
- Lesson 17. Caring for Others
- Lesson 18. The Little Girl
- Lesson 19. A Prayer for Healing
- Lesson 20. New Good Things from Rubbish
- Lesson 21. The Village Pharmacy
- Lesson 22. The Truth
- Lesson 23. The Return of the Lion
- Lesson 24. Co-operate and Prosper
- Lesson 25. Once Upon a Time
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- Lesson 27. The Parrot Who Wouldn't Talk

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प्रश्न – पत्र की योजना
SCHEME OF QUESTION PAPER

विषय
अंग्रेजी (202)

परीक्षा : हाई स्कूल

पूर्णांक: 100

समय : 3 घंटे

(अ) शैक्षणिक उद्देश्य के अनुसार मान

(A) Weightage as per Educational objective :

स0क्र0	उद्देश्य	अंक	प्रतिशत
1.	ज्ञान (Knowledge)	34	34%
2.	अवबोध (Understanding)	31	31%
3.	अनुप्रयोग एवं कौशल (Application & Skill)	35	35%
	योग	100	100%

(ब) इकाईवार अंको का मान

सं. क्र.	इकाई/ माड्यूल क्रं.	इकाई/माड्यूल का नाम	इकाई पर आबंटित अंक	प्रश्न-पत्र के प्रारूप अनुसार आबंटित अंक
1		Prose	26	26
2		Poetry	08	08
3		Vocabulary	10	10
4		Comprehension Unseen/Unseen Passage	16	16
5		Translation	05	05
6		Grammar	15	15
7		Essay	05	05
8		Find error	05	05
9		Letter/Application	05	05
10		Complete the passage	05	05

प्रश्न - पत्र ब्लूप्रिंट
BLUE PRINT OF QUESTION PAPER

विषय
अंग्रेजी (202)

परीक्षा : हाई स्कूल

पूर्णांक: 100

समय : 3 घंटे

स. क्र.	इकाई / माड्यूल क्रं.	माड्यूल / इकाई का नाम	इकाई पर आबंटित अंक	अंकवार प्रश्न							कुल प्रश्न
				1अंक	2अंक	3अंक	4अंक	5अंक	6अंक	6अंक या इससे अधिक	
1		Prose	26	1¼ 1¼	6	2	—	—	—	—	8
2		Poetry	08	2	3	—	—	—	—	—	3
3		Vocabulary	10	—	1½	1½	—	1½	—	—	3
4		Passage seen/unseen	16	—	—	—	—	—	—	2¼=8 2¼=8	2
5		Translation	05	—	—	—	—	1½	—	—	01
6		Grammar	15	1¼10	1½	1½	—	—	—	—	02
7		Essay	05	—	—	—	—	1	—	—	01
8		Find Error	05	—	1½	1½	—	—	—	—	02
9		Letter/Application	05	—	—	—	—	1	—	—	01
10		Complete Passage	05	—	—	—	—	1	—	—	01
योग			100	20	24	15		25			24+1=25

1

SNAKE BITE

Have you ever teased an animal? What did your elders have to say to you? How did the animal react? Did you think about how the animal felt? In this story, the narrator Raja, is an innocent young boy. He is adventurous and likes to meddle with creatures like snakes and bees. His grandparents are concerned about his well-being and safety. Once when a bee stings him, they think he has been bitten by a snake. His grandfather takes him to a man whom he believes can cure snake bite. Let us read the story and see what happens.



OBJECTIVES

After completing this lesson you will be able to:

- discuss the theme of the story;
- relate to the feelings and behaviour of reptiles and other living creatures;
- think critically about people's superstitions and blind faith in untrained medicine men;
- think critically about the myth that all snakes are dangerous;
- realise the importance of timely and effective communication;
- realise that silence is not always good;
- realise that silence is not always good;
- use some new words in meaningful sentences;
- give the past tense form of some commonly used verbs;
- discriminate between regular and irregular verbs;
- form adverbs from adjectives and use them appropriately;
- frame requests and enquiries, and
- write short descriptions of people.



1.1 LET US READ THE TEXT

One day I saw a small snake in the compound. It was crawling along slowly but when it saw me, it moved away quickly and hid itself in a coconut shell. I quietly went near and closed the mouth of the coconut shell with a stone. Then I took the shell and ran to Grandmother.

“Look, Grandma,” I cried, “I have caught a snake.”

“Snake?” asked Grandmother in alarm. She was shocked. She cried for help. Grandfather came running. When he learnt that I had a snake in the shell, he snatched the shell and threw it away.

The snake crawled away and disappeared behind some bushes. Grandfather warned me never to go near a snake, because snakes were very dangerous.

Later in the evening, I tried to catch a bee and it stung me on my finger. I felt a sharp pain. I ran to grandmother and told her that I had been bitten and wanted her to do something to stop the pain. Grandmother thought that I had been bitten by a snake. She called out to Grandfather, “Come and see what has happened to Raja.”

Grandfather came at once. He looked at my finger and there was a blue mark. Without a word he took me in his arms and started running. He ran across the garden and through the paddy fields. He ran and ran and did not stop until he reached a small house quite some distance away from our home. Then he shouted for the man who lived there.

An old grey haired man came out of the house. He knew the cure for snake bite. Grandfather asked him to cure me. The old man took me inside. He looked at my finger and then asked me to sit down and not to move. I sat on Grandfather’s lap. The old man then took some water in a small brass vessel, sat in front of us and started reciting some *mantras*.

I wanted to tell him that it was a bee and not a snake that had bitten me. But Grandfather held me tight and did not allow me to talk. Grandmother too had arrived by then and some other people with her. They looked sad and silently watched me.

By this time the pain in my finger had stopped. But still I had to sit there and get cured of ‘snake bite.’

After a few minutes, the old man got up, washed my finger and gave me some water to drink. He asked me to keep quiet for some more time. Then he turned to Grandfather and said, “Thank God, you brought Raja in time. He is out of danger now. It was indeed a poisonous snake that bit him.”

Grandfather, Grandmother and all others thanked the old man for the magic cure. On returning home, Grandfather sent him gifts.

– Shankar ‘Life with Grandfather’
(a story from the collection)

1.2 LET US UNDERSTAND THE TEXT**1.2.1 PART 1**

One day I saw were very dangerous.

Have you ever seen snakes in your neighbourhood? One day Raja sees a snake in his compound. He carries it home in a coconut shell. His grandmother is shocked to know that there is a snake inside the shell. His grandfather throws the shell away and tells Raja that creatures like snakes are dangerous. His grandparents worry about his safety. His grandfather tells him never to go near a snake again.

**INTEXT QUESTIONS 1.1**

I. Answer the following questions.

1. Why do you think the snake hid itself?
2. What did Raja do when he saw the snake going into the coconut shell?
3. Why was Grandmother shocked? How did she react?
4. Imagine you are Raja's grandfather. Raja brings home a snake. How do you think you would react?

II. Say whether the following statements are true or false:

1. The snake hid under a stone.
2. Raja was very excited to see the snake.
3. Raja's grandparents were very worried to see the coconut shell with the snake in it.
4. The coconut shell broke and the snake crawled away.

**LET US LEARN NEW WORDS 1.1**

I. Find words from the passage which mean the opposite of the following words.

1. far
2. opened
3. appeared
4. always

II. Match the words in Column A with their opposites in Column B

Column A

1. quietly
2. slowly
3. went
4. dangerous

Column B

- a. came
- b. harmless
- c. noisily
- d. quickly

**DO YOU KNOW**

- There are about 2000 species of snakes in the world.
- All snakes are not poisonous.
- In India there are 270 species of which only 70 are poisonous.
- Some Indian species are the cobra, the krait, the Flower snake, the rat snake, the python, and the Russell's viper.
- Snakes have good vision.
- All snakes are colour blind.
- Snakes have different habitats; some snakes live in holes, others in warm seas, semi deserts, swamps, and trees.
- The biggest snake in the world is the Anaconda, found in the jungles of South America; it can grow to the size of a full grown man.
- The smallest snake can be just ten centimetres long.

**LET US TALK 1.1**

Making requests

Practice the following dialogues with a friend.

A:

You: Could you open this bottle for me please?
Friend: Sure..
You: Thank you.

B.

Friend:	Do you have a spare pencil?
You:	Yes, I do.
Friend:	May I borrow it? I have forgotten to bring mine.
You:	Of course. Here you are.
Friend:	Thank you.

When you ask someone to do something for you, or ask for permission to do something, it is important to sound polite. Here are some ways in which you can do this.

Requesting someone to do something for you:

“Could you shut the door for me, please?”

“Would you mind passing the paper, please?”

“Can you suggest a movie I could watch over the weekend?”

Asking someone for permission to do something:

“Can I use your computer, please?”

“Could you lend me some money?”

“Do you mind if I turn on the fan?”

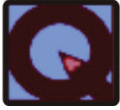
Exercise

Now use the examples given above to make simple requests. Ask your friend for some help in doing something, ask for directions to go somewhere, or ask for a dictionary.

1.2.2 PART 2

Later in the evening lived there.

Do you like playing with animals? Did you or anyone you know ever get scratched by a cat or bitten by a dog while playing? How did your parents react to this? Raja is curious about creatures like snakes and bees. In the evening when he tries to catch a bee he gets stung. He runs for help to his grandmother and shows her the sting, she immediately thinks that it is a snake bite. His grandfather looks at the bite and thinks exactly the same thing. He picks him up and runs to the house of a man who he believes can help them. Raja does not get a chance to tell any one that he has been bitten by a bee and not a snake. Sometimes people misunderstand and react to situations without listening or asking questions. Has this ever happened to you?

**INTEXT QUESTIONS 1.2**

I Answer the following questions:

1. Why did the bee sting Raja?
2. Why did Raja go to his grandmother?
3. What did his grandmother think? Why did she think so?
4. What do you think his grandmother should have done when Raja came to her after being stung by a bee?
5. What would have happened if Raja had been bitten by a snake, but his grandmother believed that he was bitten by a bee? Explain in about 30-40 words.

II. Say whether the following statements are true or false:

1. Raja's grandfather got very worried to see the blue mark on Raja's finger.
2. Raja had to run through the paddy fields with his grandfather.
3. Raja and his grandfather ran to catch the bee.
4. Raja's grandfather had to run a long distance carrying Raja in his arms.
5. Raja's grandfather shouted because he was angry.

**LET US LEARN NEW WORDS 1.2**

I. Find words/phrases in the story which are close in meaning to the following words:

stain

far

ache

II. Fill in the blanks in the following sentences using suitable words from the story.

1. She is wearing a diamond ring on her index ____.
2. I have ____ in my legs because I am tired.
3. I grow colourful flowers in my ____.
4. Farmers plough their ____ with tractors.

III. Read the following sentences.

1. Snakes hiss.
2. Bees buzz.
3. Cats mew.
4. Parrots talk.

The underlined words denote the sounds made by the creatures mentioned in the above sentences.

Now match the names of the animals in Column A with their sounds in Column B.

Column A

1. lions
2. elephants
3. donkeys
4. monkeys
5. cows
6. bears

Column B

- a. bray
- b. chatter
- c. growl
- d. trumpet
- e. roar
- f. low

**DO YOU KNOW**

- Bees live in colonies or hives of 50,000 bees on an average.
- Bees have an inborn ability to communicate.
- Bees' language is a language of smells and dancing.
- Bees sting only in self defence.
- After stinging, a bee dies instantly.
- A bee sting is painful.
- When stung by a bee one should remove the stinger as quickly as possible.
- The use of an ice pack reduces the swelling and the pain of a bee sting.



LET US DO 1.1

Complete the following crossword with the help of the given clues. All the words are from the story. One has been done for you.

		² S	N	A	K	E		
¹ C								
								⁴ F
		E						
			³ B					
		⁵ P						
			S					

ACROSS:

- Children learn to move like this on four limbs before they can walk. (5 letters)
- A reptile (5 letters)
- The boy got malaria because he was _____ by mosquitoes. (past participle of the verb 'to bite' - 6 letters)
- Rice fields are known as _____ fields (5 letters)

DOWN:

- A fruit with a hard covering (7 letters)
- A reptile (5 letters)
- A metal (5 letters)
- A part of the body (6 letters)

1.2.3 PART 3

An old gray haired man.....Grandfather sent him gifts.

When you fall ill or get hurt you usually go to a doctor if you live in a city or town. But in most villages doctors are not easily available. So villagers usually go to the village medicine man for help. This is what happens with Raja too. Raja's grandparents think that the bee sting on his finger is a snake bite. His grandfather picks him up and runs across the fields to the house of a medicine man. The medicine man convinces them that Raja's life is in danger

because of the poisonous snake bite. Raja's finger stops hurting before the medicine man gives him any treatment, but Raja does not tell anyone this. The medicine man makes Raja's grandparents believe that Raja is safe because of his treatment and *mantras*. Raja's grandfather thanks the medicine man by giving him gifts, but Raja knows that the old man is a liar and has fooled everybody.



INTEXT QUESTIONS 1.3

I. Answer the following questions:

1. What did Grandfather tell the old man to do?
2. What two things did the old man do?
3. Why was everyone sad and silent?
4. Why did Raja's grandfather send gifts to the old man?
5. Do you think the old man cured Raja? Give reasons for your answer.
6. If you were Raja would you keep quiet like him?

II. Say whether the following statements are true or false:

1. The old man gave Raja medicine to cure him.
2. Only Raja knew that he had not been bitten by a snake.
3. Raja's grandfather did not give Raja a chance to tell what had happened to him.
4. As time passed the pain in Raja's finger stopped.



LET US LEARN NEW WORDS 1.3

I. Find words in the story which are opposite in meaning to the following words:

1. loose
2. happy
3. loudly
4. noisy
5. young
6. safety

**LET US DO 1.2**

In the box given below there is a list of adjectives which can be used for Raja, his grandparents or the old man. Write them in column A, B or C as the case may be. You may take the help of a dictionary to know the meanings of the given words.

caring, simple, obedient, affectionate, pretender, superstitious, nervous, innocent, gullible, adventurous, concerned, innocent, clever

A**B****C**

Raja

Grandparents

Old man

Task 1.

Visit 10 houses in your neighbourhood to find out how people react and what they do if there is a crisis like snake bite or dog bite. How many households go to untrained medicine men, nearby hospitals, private doctors or use home remedies? Enter this information into the table given below.

House no.	Private doctors	Untrained medicine men/ magic curers	Hospitals	Home remedies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Task 2.

Explain the advantage of going to doctor/hospital, to the people who go to untrained medicine men for treatment.

**1.3 LET US LEARN GRAMMAR****The Verb**

We can classify verbs as regular verbs and irregular verbs.

Regular verbs

Read the following sentences appearing in the story:

1. Grandmother was shocked to see the snake in the coconut shell.
2. She called out to Grandfather.
3. They reached a small house.
4. Then he shouted for the man who lived there.

- The underlined verbs are in the simple past tense; they refer to actions that happened in the past.
- To form simple past tense verbs from simple present tense verbs we just add ‘-d’ or ‘-ed’ to the verb.

e.g. shock + ed = shocked

call + ed = called

reach + ed = reached

shout + ed = shouted

live + d = lived

dive + d = dived

like + d = liked

- These verbs are regular verbs because they have ‘-d’ or ‘-ed’ endings as a regular feature in the past tense.

Irregular Verbs

Read the following sentences:

1. I took the shell and ran to Grandmother.
2. He snatched the shell and threw it away.
3. Look, Grandma, I caught a snake.

- The underlined verbs are irregular verbs; they do not end in ‘-d’ or ‘-ed’.
- All verbs do not take the ‘d’ or ‘ed’ endings to form the past tense. In some verbs there is a change in spellings in the past tense form as you see in the above sentences.
- Examples:

simple present tense

simple past tense

take

took

throw

threw

catch

caught

- Given below are some more examples of irregular verbs:

run	ran
hear	heard
bring	brought
buy	bought
deal	dealt
bind	bound

- Some verbs remain the same in the past tense as they are in the present tense.
- Examples:

We put (simple present tense) some extra sugar in our tea.

I am sorry I put (simple past tense) salt instead of sugar yesterday.

Exercise 1

Find five examples each of past tense forms of regular and irregular verbs in the story.

Exercise 2

Write the simple past tense of the following verbs. Put them in column A (regular) or column B (irregular) as the case may be.

draw, walk, manage, hold, ask, forgive, drive,
meet, swim, repair, shake, cook, ring, clean,
enjoy, bear, lead, cheat, write, eat,

Exercise 3

Give two examples of verbs that are the same in the present and past tense.

Adverbs

Read the following sentences.

- She reads the newspaper.
- She reads the newspaper silently.

In the first sentence reads is an action word (verb).

In the second sentence silently tells us **how** she reads i.e. it tells us something more about the verb. It is an adverb.

As you know verbs are action words. Adverbs are words that tell us something more about verbs.

Read the following sentences.

- He speaks loudly.
- She walks slowly.
- She dresses up beautifully.
- He walks fast.

The underlined words are adverbs.

Usually adverbs are formed by adding 'ly' to adjectives.

Examples:

- loud + ly = loudly
- slow + ly = slowly
- beautiful + ly = beautifully

However, some adverbs are exceptions to this rule. We do not add 'ly' to some adjectives to make adverbs. For example we say 'I walk **fast**'. We **do not** say 'I walk **fastly**'.

Exercise 4

Form adverbs from the adjectives and use them in your own sentences.

neat, nice, soft, clear, elegant, careful, regular, graceful



LET US DO 1.3

1. Do you know that there are several branches of Traditional Medicine in India? Some examples are Ayurveda, Homeopathy, and Unani. Speak with a doctor in your locality to understand the difference between Western Medicine (Allopathy) and Traditional Medicine (Ayurveda, Homeopathy, Unani).
2. Speak with your mother and write down a list of things found at home that she uses to cure simple ailments. For example she might use ginger for stomach upsets.



1.4 LET US WRITE

Describing people

Raja came home and wrote a description of the old man.

Before writing the description of the man, Raja noted some points given below:

Age:	old
Physical features:	tall, stout , white beard, grey hair, shrewd looks,
Dress:	long white robe and a skull-cap
Behaviour:	polite and gentle
Special points:	intelligent

This is what Raja wrote:

An old grey haired man came out of the hut. He was short and stout and had a white beard. He wore a long white robe and a skull-cap. He looked quite shrewd and intelligent. He was also very polite and gentle.

Exercise

In about 6 or 7 simple sentences write a description of a person with the help of the hints given below.

- Name: _____
- Age 35 years
- Physical features: tall, heavy built, fair complexion, sharp nose
- Nature: simple, friendly, helpful, kind
- Hobbies: singing, reading
- Profession: teaching



WHAT YOU HAVE LEARNT

We learnt that in an emergency it is very important to find out what happened before reacting, if we want to avoid making mistakes. Sometimes we unnecessarily complicate situations because we are influenced by our wrong beliefs, lack of knowledge and fear of even harmless things. The simple problem of Raja's bee sting got complicated due to all of the above reasons. We also learnt that we should beware of untrained medicine men (like the old man in the story) who cheat innocent people by creating fear in their minds.



TERMINAL QUESTIONS

1. What do you think Raja felt when he had to sit in front of the old man to be treated for a snake-bite?

2. Why do you think Raja's grandfather did not let Raja speak? Do you approve of Raja's silence?
3. In your opinion what kind of a person was the old man?
4. If you were the old man would you accept the gifts sent by Raja's grandfather? Give reasons for your answer.
5. Many people are afraid of snakes. Why do they fear snakes? Do you think they are right? Give reasons for your answer.

**ANSWERS****1.2.1 PART 1****INTEXT QUESTIONS 1.1**

1.because it was scared of human beings.
2. Raja put a stone on the mouth of the coconut shell to close it.
3. Raja's grandmother was shocked to hear that Raja had brought home a snake. She cried for help.
4. Individual responses.

II. 1. F 2. T 3. T 4. F

LET US LEARN NEW WORDS 1.1

- I. 1. near 2. closed 3. disappeared 4. never
- II 1. quietly c. noisily
2. slowly d. quickly
3. went a. came
4. dangerous b. harmless

1.2.2 PART 2**INTEXT QUESTIONS 1.2**

- I. 1. ... because Raja tried to catch it.
2. ... because he was in pain and wanted his grandmother to help him stop the pain.
3. Grandmother thought that a snake had bitten Raja because he told her that he had been bitten, and because he had brought home a snake in the morning.

4. Individual responses.

Suggested response: Raja's grandmother should have spoken to him and asked him to tell what had happened.

5. Individual responses

II. 1. T 2. F 3. F 4. T 5. F

LET US LEARN NEW WORDS 1.2

I. 1. mark 2. some distance away 3. pain

II. 1. finger 2. pain 3. garden 4. fields

III. 1. lions roar
 2. elephants trumpet
 3. donkeys bray
 4. monkeys chatter
 5. cows low
 6. bears growl

LET US DO 1.1

Crossword

Across

1. crawl
2. snake
3. bitten
5. paddy

Down

1. coconut
2. snake
3. brass
4. finger

		² S	N	A	K	E		
		N						
¹ C	R	A	W	L				
O		K						⁴ F
C		E						I
O			³ B	I	T	T	E	N
N			R					G
U		⁵ P	A	D	D	Y		E
T			S					R
			S					

1.2.3 PART 3

INTEXT QUESTIONS 1.3

I. 1. Grandfather told the old man to cure Raja of snake-bite.

2. i. took some water in a vessel
ii. recited *mantras*
3. Everybody was sad and silent because they thought Raja had been bitten by a snake and his life was in danger.
4. Grandfather sent gifts to the old man as a reward for curing Raja.
5. No, the old man did not cure Raja. The old man knew how to cure snake bite, but Raja did not have a snake bite. He had a bee sting, and his bee sting stopped hurting before the old man washed his finger and gave him water to drink.
6. Individual responses

II. 1. F 2. T 3. T 4. T

LET US LEARN NEW WORDS 1.3

1. tight 2. sad 3. silently 4. quiet
5. old 6. danger

LET US DO 1.2

A	B	C
<u>Raja</u>	<u>Grandparents</u>	<u>old man</u>
obedient	caring	pretender
Innocent	simple	clever
adventurous	affectionate	
	superstitious	
	nervous	
	gullible	
	concerned	

1.3 LET US LEARN GRAMMAR

Exercise 1

Simple past tense verbs appearing in the story

Regular verbs Irregular verbs

shocked	hid
snatched	went
warned	thought
wanted	held
happened	gave

Exercise 2A (regular)

walked
managed
asked
repaired
cooked
cleaned
enjoyed
cheated

B (irregular)

drew
held
forgave
drove
met
swam
shook
rang
bore
led
wrote
ate

Exercise 3

let cut

Exercise 4**Adverbs**

neatly nicely softly clearly elegantly
carefully regularly gracefully

TERMINAL QUESTIONS

1. Individual responses

Suggested response: he might have felt restless and helpless.

2. Individual responses.

Suggested response:

Raja's grandfather did not let him speak because he was very sure about what was wrong with Raja and about what had to be done. He did not want to waste time talking about it because he believed Raja's life was in danger.

If I was in Raja's place I might have freed myself from my grandfather's arms and run away. However, I do not approve of Raja's silence, he should have told his father the reality.

3. Individual responses

Suggested response: He was shrewd and dishonest.

4. Individual responses

5. Individual responses

NOTES

crawling: moving
slowly pulling the
body along the ground

in alarm: in anxiety,
(here) in fear

shell: hard outer
covering of coconut or
nuts

learnt: gained
knowledge (here) was
told

cure: treatment
recite: say something
aloud
vessel: a container to
hold liquid

2

HOW THE SQUIRREL GOT HIS STRIPES

This story is one of the many stories referred to in the Ramayana. The story tries to find out the logic behind the stripes on the body of a squirrel. It also emphasizes the dignity of labour, the importance of feelings in participating in team work, and that even the smallest contribution is important in some way...



OBJECTIVES

After completing this lesson you will be able to:

- relate to a simple story in English;
- critically analyse a situation and take a decision;
- use reasoning to form an opinion;
- value every individual's contribution however small;
- accept people and respect individual differences;
- use adjectives in the correct sequence, and
- write the description of an object.



2.1 LET US READ THE TEXT

Ram asked his army to build a bridge over the sea. Work began at once on a stone bridge. The monkeys pulled out rocks and heavy stones from the mountains, and carried them to the sea. They cut them into shape and began to build the bridge. All this was very difficult

work and it took a long time. Thousands of monkeys worked night and day. Rama felt happy. “How hard they work! Their love for me makes them work like this,” thought Rama.

One day Rama saw a small brown squirrel. He was going up and down the seashore with little pebbles in his mouth. The little squirrel could carry only little pebbles at a time in his small mouth. He carried the pebbles from the seashore and dropped them into the sea. A great monkey was carrying a large heavy stone on his back and the squirrel came in his way. The monkey jumped back.

“Here, you little thing,” shouted the monkey in a voice like thunder, “you’re in my way, I stepped back and you’re alive now. But I nearly fell. And what are you doing here?”

The little squirrel looked up at the great monkey.

“I’m sorry you nearly fell, Brother Monkey,” he said in his small voice, “but please always look where you are going. I’m helping Rama build the bridge. And I want to work hard for him.”

“You, what?” shouted the monkey and laughed aloud. “Did you hear that!” he said to the other monkeys. “The squirrel is building a bridge with his pebbles. Oh dear! Oh dear! I’ve never heard a funnier story.” The other monkeys laughed too.

The squirrel did not think this funny at all. He said, “Look, I can’t carry mountains or rocks. God gave me only a little strength. I can only carry pebbles. My heart cries out for Rama and I’ll do all I can for him.”

The monkeys said, “Don’t be foolish. Do you think you can help Rama? Do you

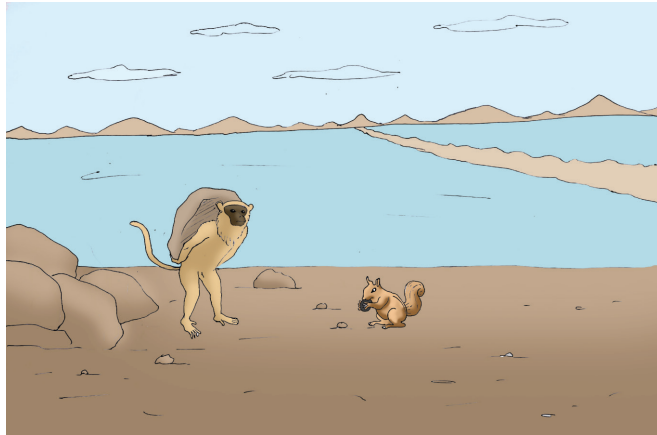


Fig. 2.1



Fig. 2.2

think we can build a bridge with pebbles? He has a big army to help him. Go home and don't get in our way."

"But I want to help, too," said the squirrel and would not go.

He carried the pebbles again from the shore to the sea. The monkeys were angry and one of them picked up the squirrel by his tail and threw him far away.

The squirrel, crying out the name of Rama, fell into his hands.

Then Rama held the squirrel close to him. He said to the monkeys, "Do not make fun of the weak and the small. Your strength or what you do is not important. What matters is your love. This little squirrel has love in his heart."

He then held the squirrel closer to him and said, "Little one, your love touches my heart." He said these words and passed his fingers gently over the little squirrel's back. And when he put him down there were three white stripes on his back. These were the marks of Lord Rama's fingers.

From then on the squirrel carries the three white stripes on his back.

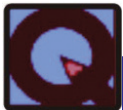
(A tale from the Ramayana)

2.2 LET US UNDERSTAND THE TEXT

2.2.1 PART 1

Rama asked his army.....The other monkeys laughed too.

Monkeys were helping Lord Rama to build a bridge over the sea. They were pulling out the rocks and heavy stones from the mountains and carrying them to the sea. A little squirrel was also carrying little pebbles from the mountains and throwing them into the sea. Suddenly he came in the way of a big monkey. The monkey shouted at the squirrel and wanted to know what he was doing there. When the squirrel told the monkey that he was also contributing in building the bridge, all the monkeys made fun of him.



INTEXT QUESTIONS 2.1

1. Building a bridge was difficult work involving several steps. Complete the steps:

- pulling out _____
- _____ the sea
- _____ shapes
- building the bridge

2. Complete the following table showing the contrast between the monkey and the squirrel:

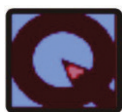
	Monkey	Squirrel
size		
voice		small \ weak \ soft
strength	strong	
attitude		polite

3. Why did the monkeys make fun of the squirrel?

2.2.2 PART 2

The squirrel did not think this.....white stripes on his back.

The squirrel did not give up even when the monkeys made fun of him. The monkeys were angry and one of them picked up the squirrel and flung (threw) him away. The squirrel fell into the hands of Lord Rama. Lord Rama told the monkeys not to make fun of the squirrel because he was small. He also told the monkeys that he valued the squirrel's work and help in building the bridge because it was done with love. Lord Rama gently ran his fingers over the squirrel's back and put him down. The three white stripes that we see on the back of a squirrel are believed to be the marks of Lord Rama's fingers.



INTEXT QUESTIONS 2.2

1. How did the squirrel justify what he was doing?
2. Why did the squirrel want to help in building the bridge?
3. Was the work of the squirrel less important than the monkey's work? Give reasons for your answer.
4. How did the squirrel come into Rama's hands?
5. How did the squirrel get his stripes?



2.3 LET US LEARN GRAMMAR

Read the following descriptions taken from the text:

- a small brown squirrel
- a large heavy stone
- three white stripes

- To describe any person, place or thing, adjectives are used to tell their size, colour, age, origin, etc. When two or more than two adjectives are used before a noun, they are usually used in the following order:

opinion	size	shape	age	colour	origin	material	noun
			old			oil	paintings
	small	round				wooden	box
lovely		long		black		leather	coat
delicious					Indian		food

- Numbers go before adjectives. Example: three white stripes
- If there are more than two adjectives, a comma is usually used between them.

Exercise 1

Use the dialogues/statements given in each bubble to complete the description in the sentence given against it. The first one is done for you.

- You are wearing a lovely saree. It's silk, isn't it?

1. You are wearing a lovely silk saree.
- This car is apanese.
It's very fast.

2. This is a _____ car.
- Have you seen my new shirt? The white one?

3. Have you seen my _____ shirt?
- I want to buy two armchairs. I am looking for wooden ones in brown.

4. I want to buy _____ arm-chairs.

Exercise 2

Complete the sentences using two adjectives in each sentence.

1. My favourite possession is a \ an _____.
2. I would like to buy a \ an _____ for my mother.
3. My father has a \ an _____.
4. I like _____. I think she is _____ actress.
5. I live in a \ an _____.

**LET US TALK 2.1**

Work with a friend to solve riddles. This is how you can do it.

- Describe an object without naming it and ask your friend to identify the object.
- Then let your friend describe an object and you guess what it is.
- To describe any object, you can tell about its size, shape, colour, texture or its function, whatever is relevant.

Example:

Riddle: I am a long thin object, usually made of wood. You use me for writing or drawing. What am I?

Answer: a pencil

**LET US LISTEN 2.1**

Listen to the poem “Human Family” on tape/CD **or** ask a friend to read it out to you.

Human Family
I note the obvious differences
in the human family.
Some of us are serious,
some thrive on comedy.

The variety of our skin tones
can confuse, bemuse, delight,
brown and pink and beige and purple,
tan and blue and white.

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.
We are more alike, my friends,
than we are unlike.

– Maya Angelou

After listening to the poem complete the following summary by filling each blank with a word from the box:

same	human	colour	alike	different
------	-------	--------	-------	-----------

We all have a (1)_____ nature and (2)_____ of skin. Nowhere in the world do we find any two people who are the (3)_____. Still we are all (4)_____ because we all belong to the (5)_____ family.



2.4 LET US WRITE

Describing an Object

Read the following notice put up on a students' notice board:

Date: _____

LOST!

I have lost my wristwatch. It is a Titan Classique ladies' wristwatch. It is small and diamond-shaped with a golden dial and a black strap. 'Water-resistant' is marked on the back of the dial.

The finder is requested to return it to the undersigned.

Monisha

X B

Notice the details in the description:

Brand name	Classique ladies'
Size & shape	small diamond-shaped
Colour of dial	golden
Colour of strap	black

Exercise

You lost a briefcase containing important documents while travelling by bus. Complete the following notice to be inserted in a newspaper. Include all the details describing the briefcase and its contents. Give your contact number and address.

LOST
I lost my brief-case while travelling from Saket to the Interstate Bus Terminal by Bus No. 249 on 4 March. It is _____ _____ It contains _____ _____ The finder is requested to contact _____ _____



LET US DO 2.1

Talk to two of your friends or siblings (brothers\sisters). Make lists of what you can do and what your friends \ brothers\ sisters can do.

The things I can do	The things my friend \ brother\sister (1) can do	The things my friend \ brother \ sister (2) can do

What can you say about the importance/usefulness of each of the abilities you filled in the three columns in the above table? Write and explain in 8-10 sentences.



DO YOU KNOW

What Is bullying?

Teasing or making fun of a sibling (brother/sister) or a friend is not usually harmful when done in a playful and friendly way. But when teasing becomes hurtful, unkind, and constant, it becomes bullying, and needs to be stopped.

Bullying means intentionally hurting someone in physical, verbal, or psychological ways. It can range from hitting, pushing, name-calling, threats, and mocking, to extorting (obtaining by force) money.

The effects can be serious and affect the victim's sense of self-worth and future relationships.



LET US DO 2.2

Assume that a new family with two children has recently shifted to your neighbourhood from another State. These children are bullied by other children very often because of their language, the clothes they wear and their mannerisms.

- What would you do to make all children accept each other's differences and be friends?
- Put your ideas into practice.
- Write in 3-4 sentences about what you did and what the result was.



WHAT YOU HAVE LEARNT

In this lesson, you learnt that we should not make fun of the weak and the small, and that love is more important than physical strength.



TERMINAL QUESTIONS

1. Which qualities of Lord Rama are highlighted in this story?

2. What is the message given through this lesson?
3. Have you ever had an experience in which a person surprised you by doing something which you thought he/she could not do? Describe the situation in 60-80 words.



ANSWERS

2.2.1 PART 1

INTEXT QUESTIONS 2.1

1. The following steps were involved in building a bridge:
 - pulling out rocks & heavy stones from the mountains
 - carrying the rocks & stones to the sea
 - cutting them into shape

	Monkey	Squirrel
size	<u>great \big</u>	<u>small \little</u>
voice	<u>loud</u>	small \ weak \ soft
strength	strong	<u>weak</u>
attitude	<u>rude/impolite</u>	polite

- 2.
3. They thought the squirrel was foolish to think of building a bridge with pebbles and to think it could help in building the bridge.

2.2.2 PART 2

INTEXT QUESTIONS 2.2

1. The squirrel justified what he was doing by saying that he did not have much strength but he could still help by carrying pebbles because he wanted to help Lord Rama in whatever way he could.
2. The squirrel wanted to help in building the bridge because he had love for Lord Rama and wanted to show his love for Him.
3. Individual responses.
4. When one of the monkeys picked the squirrel up by the tail and threw him away, he fell into Lord Rama's hands.

5. When the squirrel fell into Lord Rama's hand, he gently and lovingly ran his fingers on the squirrel's back. The stripes on the squirrel's back are the marks of Lord Rama's fingers.

2.3 LET US LEARN GRAMMAR

Exercise 1

- 2) This is a fast Japanese car.
- 3) Have you seen my new white shirt?
- 4) I want to buy two brown wooden armchairs.

Exercise 2

Individual responses

2.5 LET US LISTEN

- 1) different (2) colour (3) same (4) alike (5) human

2.6 LET US WRITE

Individual responses

LET US DO 2.1

Individual responses

Suggested response: Different people are capable of doing different things due to their different abilities and skills. That does not make any one better than the other.

TERMINAL QUESTIONS

1. compassion/kindness, gentleness, respect for all living beings
2. We should not make fun of the weak and the small. Love is more important than physical strength.
3. Individual responses

3

KONDIBA—A HERO

I am sure you will agree that we all face difficulties and problems. How do you deal with them? Do you feel defeated and frustrated, or you consider various possibilities and try to find solutions? There are some people, who, in spite of their own difficulties, are able to understand others' problems and are ready to help them. Such people are real heroes.



OBJECTIVES

After completing this lesson you will be able to:

- follow the sequence in the development of a story;
- predict the events in a story;
- use phrasal verbs;
- use verbs in the past tense and the past perfect tense accurately;
- describe the different attributes of a person;
- recognise your feelings and emotions;
- relate to the feelings of differently-abled people & find ways to support them;
- critically analyse a situation and take a decision, and
- write a narrative piece.



3.1 LET US READ THE TEXT

Before you read, think:

- *What is your first reaction on seeing a differently-abled person?*
- *Do you think that differently-abled people can be self-reliant and economically independent?*
- *What is the general attitude of society towards differently-abled people?*
- *What are the different ways in which differently-abled people contribute to our society?*
- *What can society and the government do to make their contribution even better and bigger?*



Fig. 3.1

Let us read the story of Kondiba who is visually challenged. Let us find out what he does that makes him a hero and helps him to become economically independent.

Kondiba Gaikwad hated begging. But the famine in Maharashtra in 1972-73 had driven him from his home in Aurangabad to Mumbai in search of bread. At first, he had tried selling brooms. Unfortunately, he had little luck selling his goods. He soon learnt that Mumbai is generous to beggars – especially blind beggars. And 25-year-old Kondiba was blind. He had become blind with small pox at the age of eight.

It was a cloudy day in “Golibar”, the large slum colony in Ghatkopar, north-east of Mumbai. Kondiba lived here with Tukaram and Tukaram’s wife, Yelanbai. It was the end of the monsoon. In the middle of an open area, in the colony there was a well. It was full of blackish-green water. Nothing could be seen more than a few centimetres below the surface.

The well was highly useful to the people who lived in the surrounding huts. They had dug it two years before because the only water tap in the colony was not enough for the slum’s growing population. There had never been any money for a wall around the well. The mouth of the well had gradually widened as the soil and rocks on the sides fell in. The bottom was narrow, muddy and filled with weeds. The well was dangerous; but it had

been there for so long that no one worried about it. It seemed harmless. Kondiba had returned to the slum to eat a little food, which Yelanbai had prepared. His day's begging usually ended when he had collected Rs. 5 to Rs. 6 in his small gunny bag.

Suddenly, there were shouts and sounds of great confusion. Kondiba and Yelanbai were startled, "Someone's fallen in the well!" they heard a woman cry.

Kondiba set aside his meal and said urgently, "Quick, lead me there." Within a minute the blind beggar and the woman reached the well, and pushed their way through a small group at the mouth of the well. In seconds Kondiba pulled off his shirt and slipped into the water. Two boys were already paddling around trying to find young Arvind, who had fallen off a tree trunk while drawing water. The boys could not dive.

Kondiba had been a good swimmer as a young boy before he lost his sight. But years of poverty had made him weak. Once he had been able to dive deep into the wells around his village to pick up shining bits of broken pottery that he and his friends would throw in as part of a game. But it had been many years since he had tried to hold his breath long enough to get to the bottom of a well.

Kondiba floated on the surface for a moment, then took a deep breath and dived. Carefully feeling his way along the rocks on the side of well, he reached the bottom; his feet sank into the soft mud. He felt nothing but the mud and the slippery weeds. Tired, and with his breath running out, he came to the surface.

It was now two minutes since Arvind had fallen in. His aunt, with whom he lived, was at the well. As Kondiba surfaced without the boy he heard her wailing.

The blind man took another deep breath and vanished into the muddy depths. His first dive had given him a good idea of the shape of the well. So he went straight down and tried to search the bottom with his hands. They slipped in the mud and got caught in the weeds. There was still no sign of the boy.

His lungs were nearly bursting. He rose to the top once again. He had been down longer than the first time, so the women and children were getting more and more excited. When his head appeared above the water, the crowd gave a sigh of disappointment.

Never in all the years of his blindness had Kondiba missed his vision so much. If only he could see, he might be able to find the drowning boy. He did not know that even normal eyes would never have been able to see in muddy water.

Kondiba was very tired, but he knew he was Arvind's only hope. He worked as fast as he could, feeling his way through the mud and the weeds. "Arvind must be here," he thought. "He cannot have vanished."

Kondiba's ribs were aching; he couldn't hold his breath much longer. Then, just as he was about to twist his body upright and kick himself to the surface, his finger felt something soft among the weeds. Cloth! He moved his hand further and touched Arvind's legs. The boy's body was held in the mud and weeds.

Kondiba's heart was beating painfully, he badly needed to breathe. He felt desperately for something to hold in order to pull Arvind up and out of the net he was in. Suddenly, he felt Arvind's belt! Holding it tightly with his right hand, he pulled the lad free, turned about and pushed up. His spine and muscles ached. This almost stopped his movements. His weak, starved body fought against what his mind told him he must do.

Keeping a tight hold on the boy's belt, Kondiba struggled to push himself upwards with his free hand and feet.

It seemed a long time before he rose the six metres from the bottom and broke surface. While he gasped for breath, other hands quickly lifted Arvind up and out of the well. Kondiba held on to the well's rocky side, his eyes closed, his body tired. He heard, but paid little attention to the sounds of people trying to give Arvind artificial respiration. Finally, the boy began to vomit water, and cries to joy came to Kondiba still holding tightly to the side of the well.

Then Arvind was hurried away to the hospital. A man helped Kondiba out of the well and a woman patted him affectionately on the shoulder. Yelanbai led him back to the hut. There, Kondiba put on his clothes, finished his half-eaten meal, and fell asleep.

That evening, a police officer came to tell the blind beggar that the boy he had saved would be alright. Kondiba later learnt that if the boy had been in the well longer his brain would certainly have been damaged from lack of oxygen. And Kondiba had saved him just in time.

The next afternoon, Arvind returned to "Golibar". He went at once to Kondiba and, while his aunt watched with tears in her eyes, he touched Kondiba's feet in gratitude.

Indeed, Kondiba had saved a life. But his own still had to go on, and for him that meant begging. By afternoon Kondiba was back on the streets of Mumbai with his gunnysack. However, word soon began to spread about the beggar's courage. His picture and the story of his daring rescue were published in many national and local papers. Suddenly Kondiba became a hero. He was praised by the Governor, the Chief Minister of Maharashtra, and other officials. Rewards totalling Rs. 12,970 were presented to him. For a few months, he was given a home in a Home for the Blind. Here he learnt some skills such as bottling and the weaving of chair seats.

Today, Kondiba lives in Jalna, a market town close to his native village. He has married a local girl and runs a small business. Kondiba Gaikwad's bravery and determination to find the boy in the well had completely changed his own life.

The beggar who hated begging need never beg again.

3.2 LET US UNDERSTAND THE TEXT

3.2.1 PART 1

Kondiba Gaikwad.....cry.

Have you noticed boys and girls begging at traffic lights and markets? What do you feel when you see them? Most of them are young. Many of these young people have been forced to move away from their native places to earn a livelihood. They may even have been kidnapped and forced to work or beg when they should have been in school, preparing for a bright future. Have you ever wondered what kind of dreams these young people have? Do you think they are different from yours?

Kondiba is a blind man who comes to Mumbai in search of work. He lives in a slum and begs for his living. In the slum where he lives there is an open well. It has no walls and is very unsafe. One evening Kondiba hears a woman cry out that someone has fallen into the well.

**LET US DO 3.1**

- A) Newspapers and magazines publish the stories of people who become heroes because of their bravery, compassion, empathy or ability of decision-making in difficult or critical circumstances. Cut out the stories of such people and paste them in a scrap file. Collect at least five such stories.
- B) Write in 3 – 4 sentences how the actions of the people in the stories influenced you.

**INTEXT QUESTIONS 3.1**

1. When and how did Kondiba become blind?
2. Kondiba hated begging, but he had to beg. Why did he start begging? Give two reasons to complete the following statements:
 - a) He could not _____
 - b) He came to know that the beggars _____
3. If you were in Kondiba's place and would lose your eyesight what would you do?
4. Who had dug the well? Where was it dug?
5. Why was the well dug?

6. What had happened to the water in the well within two years?
7. What happened one day when Kondiba was having food?

3.2.2 PART 2

Kondiba.....disappointment.

In the previous section, we read that one day when Kondiba was having his meal, he heard a woman cry out that someone had fallen into the well.

Kondiba asks a woman to take him to the well. He knows how to swim. He was good swimmer as a young boy, but poverty has made him weak. Without considering this Kondiba jumps into the well to save a young boy named Arvind. Don't you think he is very brave to do so?

He dives down again and again to search for the boy but cannot find him. And each time he comes up he feels more and more tired. The people standing near the well feel disappointed each time Kondiba comes up without Arvind. Do you think Kondiba continues to search for Arvind? Think.



INTEXT QUESTIONS 3.2

1. What did Kondiba do as soon as he heard that someone had fallen into the well?
2. Tick the correct sentence:
When Kondiba reached the well,
 - a) he found that Arvind had fallen into the well.
 - b) he felt helpless as he had no sight.
 - c) he dived into the well to save Arvind.
3. How many times did Kondiba go into the well? Was his experience the same or different every time?
4. Why was the crowd disappointed?
5. If you were Kondiba, what would you do in such a situation?



DO YOU KNOW

How to help oneself and others in emergencies/disastrous situations

In life, we come across accidents like fires, plane crashes, road accidents, and cases of drowning as well as calamities such as floods, earthquakes, cyclones or terror attacks. In all these emergencies, we can improve the survival rates with our preparedness and empathy towards others.

We only need to remember the following rules:

- **Be brave and stay calm.** Certain coping devices like controlled, rhythmic breathing can keep anxiety under control.
- **Make a thorough assessment of the situation.**
- **Think of possibilities**
- Be sure you have **enough information** required to help yourself or rescue a person or persons.
- Even though you need to take quick action, take a moment to **think clearly** as to what you should do. Do not do anything that will endanger you or others. Do not hesitate to ask others to assist you or to raise the alert.



LET US DO 3.2

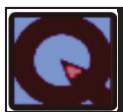
- 1) You are at the railway platform waiting to board a train. You hear a loud explosion and see injured people lying around. Discuss the situation with a friend. In 3-5 sentences explain the three most important things that you would do in this situation.
- 2) Think of the kind of accidents that could occur in your home or neighbourhood. What items will you need to provide first aid? With help from a doctor in your locality prepare a first aid kit which will be useful in handling these common accidents that happen in the home or in the neighbourhood.

3.2.3 PART 3

Never in..... beg again?

Kondiba tries again and again to find Arvind in the deep well. He wishes he was not blind, because if he could see he would be able to see Arvind and save him. Do you think Kondiba gives up? Though he feels very tired and feels that his body will not be able to do any more, he does not stop searching. He dives down once more. This time he feels Arvind's clothes against his hand. He quickly holds on to Arvind's belt and brings him out.

Arvind is taken to the hospital. Kondiba thinks that he has to carry on with his life as a beggar, but his life changes. People hear of his bravery and reward him and Kondiba is now able to give up begging, which he had hated to do.



INTEXT QUESTIONS 3.3

Answer the following briefly:

1. What did Kondiba miss most now? Why?
2. Underline all the expressions/sentences that describe that Kondiba was very tired.
3. Kondiba was tired but he did not give up hope. Why? Give two reasons.
4. What does 'The net' refer to?
5. How did Kondiba free the boy from the weeds?
6. 'It seemed a long time'. For whom did it seem too long? Why?
7. When Kondiba came up to the surface, what three things did the crowd do?
8. (a) How did Kondiba feel when he brought Arvind out of the well?
(b) If you were in Kondiba's place, how would you have felt?
9. What did the policeman tell Kondiba? What would have happened to Arvind, if he had not saved him just in time?
10. What publicity did Kondiba get?
11. How was Kondiba rewarded?
12. How did Kondiba utilize his prize money and skills?
13. What does his example prove?



LET US LEARN NEW WORDS 3.1

Exercise 1

Given below are two lists – one of describing words (adjectives) and the other of naming words (nouns).

Scan through (quickly glance through) the text and match the words in the two lists. Try to do it within five minutes. One has been done for you.

Describing words

gunny
daring
starved
muddy
cloudy
growing
broken
slippery
half-eaten
blackish-green
surrounding

Naming words

day
huts
depths
bag
water
weed
body
pottery
rescue
population
meal

Remember, some of the describing words given above may be used as verbs also. For example, I have broken my leg. Here 'broken' is the third form of the verb 'break'.

Exercise 2

Give at least one more describing word for each noun given in Exercise 1, for example, sunny day.

Phrasal Verbs

A phrasal verb is a simple verb combined with an adverb or a preposition or sometimes both to make a new verb with a meaning that is different from that of the simple verb. For example, read the sentence 'Kondiba's life had to go on.' In this sentence 'go on' means 'continue'.

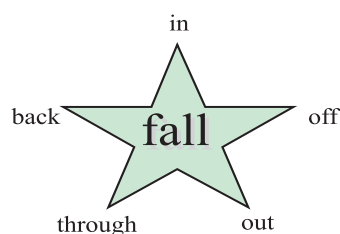
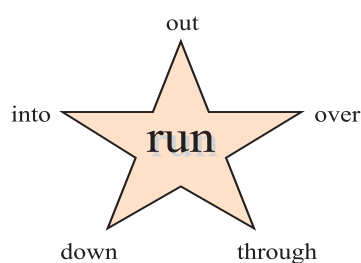
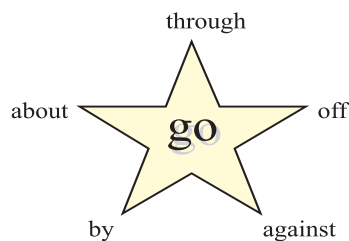
Exercise 3

In this lesson, you came across a number of phrasal verbs. Complete the following summary of sections II & III using appropriate phrasal verbs. You will have to change the form of the verbs.

dive into, run out of, go into, give up, push through, pull off, fall into

On reaching the well, Kondiba _____ the crowd. He came to know that a small boy had _____ the well. He _____ his shirt and _____ the well. He _____ the well twice but failed to find the boy. He had _____ breath, but he did not _____. He went into the well once again. He felt the shirt of the boy and pulled him out. In spite of his blindness, Kondiba was able to rescue the boy.

Exercise 4: Given below are phrases related to the verbs 'go', 'fall' and 'run'.



Look up the meanings of these phrases in a dictionary.

go through	-	_____
go about	-	_____
go off	-	_____
go against	-	_____
go by	-	_____
run out	-	_____
run down	-	_____
run into	-	_____
run over	-	_____
run through	-	_____
fall out	-	_____
fall through	-	_____
fall back	-	_____
fall in	-	_____
fall off	-	_____

Now complete the given sentences with appropriate phrasal verbs choosing from the ones given above.

- How should I _____ finding a job?
- We have _____ of fuel.

3. When friends have a misunderstanding, they may _____ with each other.
4. _____ the dialogues quickly before you deliver them.
5. His plan of going abroad may _____ because of shortage of funds.



3.3 LET US LEARN GRAMMAR

Past Tense

In 'Snakebite', we learnt that:

- we use the past tense when we talk about an event that took place at a specific point of time in the past.
- we use the second form of the verb for the past tense.

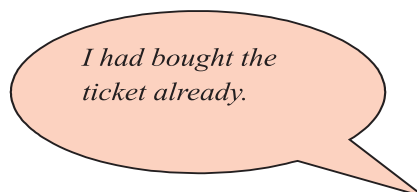
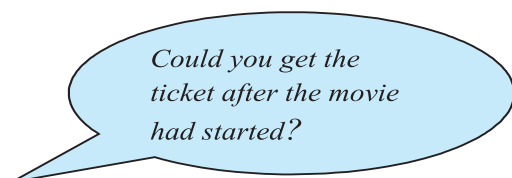
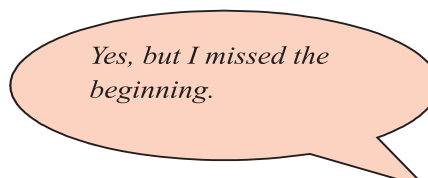
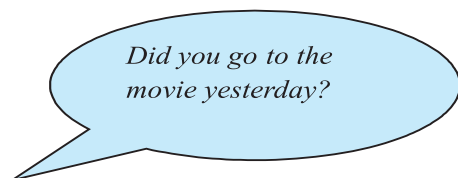
Choose the appropriate verb from the help box and complete the passage given below, using the simple past tense.

realise	earn	come
start	fail	hate
try		

Kondiba _____ to Mumbai from Aurangabad to earn his living. He _____ to sell brooms but he _____ to earn much. Soon he _____ that blind beggars could earn more. So, he _____ begging, though he _____ it. He _____ Rs. 5 to Rs. 6 everyday.

Past Perfect Tense

Read the following conversation between Rafi & Neeraj:



Which two actions were completed first and which action took place later?

- a) buying the ticket
- b) going to the movie
- c) starting of the movie

Actions (a) & (c) took place first. Action (b) took place later.

Read the conversation again. You will find that:

- a) In the case of actions/events that were completed first, the past perfect tense (i.e. had + the 3rd form of the verb) is used.
- b) In the case of actions/events that were completed later in the past, the simple past tense (i.e. the 2nd form of the verb) is used.



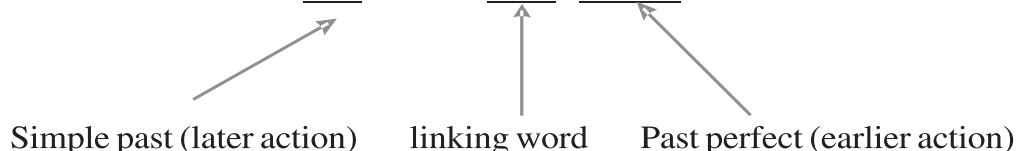
LET US DO 3.4

- 1) Identify the sentences with the past perfect tense from unit II of the text.
- 2) Use the information given in the chart below. Make as many sentences as you can by combining any two of the sentences at a time. Use the appropriate forms of the verbs (i.e. the simple past tense and the past perfect tense) and linking words when you combine the sentences.

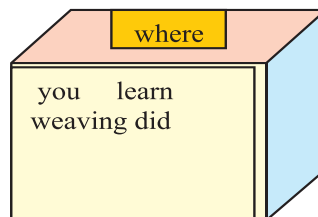
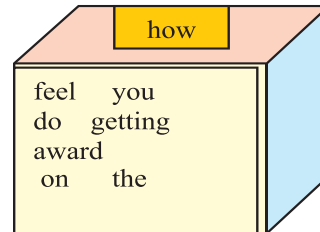
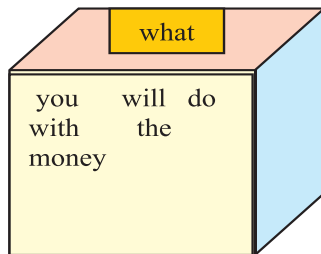
6.00 a.m.	Grandmother put on the music
6.30 a.m.	All of us did Yoga
7.30 a.m.	Father got us ready for school and mother made the lunch box
8.00 a.m.	My sister and I left for school
9.00 a.m.	Mother enjoyed a cup of tea as she made the monthly budget
2.00 p.m.	We returned from school and ate lunch
5.00 p.m.	We went out to play
7.30 p.m.	We worked on the school assignments and shared the day's activities with our parents

Hint: The sentences that you make will show what happened first and what happened later. Do not mention the time.

Example: Mother and Father left for office after I had left for school.



3. Use all the words given in each box to make a 'wh' question. Do not forget to put a question mark (?) at the end of each sentence.



3.4 LET US WRITE

Narrating an Incident

Imagine that one day when you were playing with your friends, you heard the cries of a puppy. The pictures given below describe the incident as it happened. Tell a child or a friend what happened, how it happened, what you did and how you felt afterwards. Now, write the description of the incident.

Remember to use the past tense and connecting words or phrases.



Fig. 3.2



Fig. 3.3



Fig. 3.4

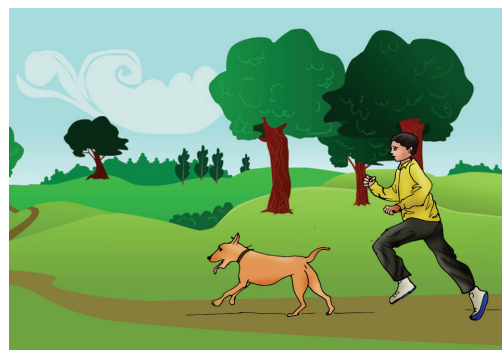


Fig. 3.5

You may begin with –

One day, when I was playing with

You may end with –

Now, it follows me everywhere.

Describing a Person

To write the description of a person, one may choose one or more of the following characteristics. It all depends on the context and the purpose of a description.

- 1) Physical features – built, height, gait, complexion, facial features, forehead, eyes, nose, lips etc, hair, dress
- 2) Nature including psychological attributes and values that the person upholds
- 3) Habits and expressions

Consider the following situations. Against each situation, write which characteristics – physical features, nature including emotional and moral attributes, habits and expressions – you would focus on in your descriptions:

- a) You have arranged a writer for a visually challenged person who is going to take her Board examination. You are telling this writer how he could identify the examinee at the examination centre. _____
- b) You are introducing yourself to your new pen friend. _____
- c) You are describing your role model (someone you admire and respect) to your friend. _____

Exercise

You have moved to a new neighbourhood. Your next-door neighbour is very jolly and friendly. Write a letter to your friend telling him/her about this neighbour.

Some of the expressions that you may use are:

smiling face, twinkle in eyes, chirpy, cracks jokes, friendly, helpful, caring



DO YOU KNOW

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 holds the State responsible for the prevention of disabilities, protection of rights, provision of medical care, education, training, employment and rehabilitation of persons with disabilities.

The Human Rights approach recognises that the talents of children with disabilities need to be optimally developed for the benefit of the whole of society. This approach recognises and emphasises that people with disabilities can accomplish a particular task or perform a particular function, but only in a different manner or taking more time or effort than people without a disability. Hence, the term ‘**differently-abled**’ is used to refer to disabled or handicapped people.

The following examples show how infrastructure and the inability of able-bodied people to understand the needs of the differently-abled people create problems for them:

- *It is the stairs leading into a building that disable the wheelchair user rather than the wheelchair.*
- *It is defects in the design of everyday equipment that cause difficulties, not the abilities of people using it.*
- *It is society’s lack of skill in using and accepting alternative ways to communicate that excludes people with communication disabilities.*

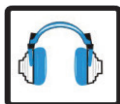


LET US DO 3.4

Read the examples given in the DO YOU KNOW box given above and observe how the infrastructure at public places creates a hindrance for differently-abled people to be independent.

Talk to different people including differently-abled people, and gather various suggestions on how society can reduce these hindrances or difficulties that differently-abled people face in their day-to-day lives. Write at least 5-6 suggestions. You may include your own suggestions also.

For example: Providing audio signals/instructions at traffic lights can help visually impaired people to cross roads on their own.



LET US LISTEN 3.1

An interview script with Inspector Ravi Indorkar of the Indore police force is given here. He is creating history by helping the visually impaired students. Ask your friend to read out the script of the interview to you.

Reporter : Inspector Ravi, you have been recording text books on cassettes since 1994. How did you get this idea?

Ravi : It so happened that a group of blind people approached me for help in locating an address. When I asked them who they were looking for, they told me that they were going to meet a man, who reads to them from textbooks. Soon I found out that the books in Braille were available only till Class VII. So I decided to record all the books till graduation in all the subjects.

Reporter : How much time do you spend every day to record the books?

Ravi : About a couple of hours.

Reporter : How much do you charge for these cassettes?

Ravi : I circulate them free of cost.

Reporter : How much money do you have to spend every month?

Ravi : Initially, I spent my saving in buying a dubbing machine, an ordinary mike and a few cassettes. But soon my colleagues started giving me the cassettes.

Reporter : How did you help these students to write their examination?

Ravi : It was indeed a great problem for them to find writers, who were willing to write in the examination on their behalf. So I appealed to the students of the local schools and created a bank of volunteers of varying age groups. I maintain a register and send the volunteers as writers whenever the blind students need writers.

Reporter : How do you feel working for a social cause?

Ravi : I am working for my satisfaction and I am still not satisfied. My dream is to take these students to the State Public Service Commission examination.

Reporter : I am sure with your commitment and determination, you would be able to fulfil this dream.

Complete the given questions asked by the reporter:

- a) _____ you get this idea?
- b) _____ spend every day to record the books?
- c) How much _____ for these cassettes?
- d) How _____ these students to write their examination?
- e) How _____ for a social cause?



LET US TALK 3.1

Assume that you are a newspaper reporter. To write a report of the incident before Kondiba received the reward, you need to interview Kondiba and Arvind.

What questions would you ask Kondiba after he took Arvind out of the well? What questions would you ask Arvind? Ask them at least two questions each.

Work with a friend. One of you can ask the questions while the other answers.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that each of us is unique and has different abilities that should be recognized and valued. This also applies to a differently-abled person who is like any other person and has the same kind of feelings and emotions. We should not underestimate the differently-abled people as they too have some special talents and capabilities. They should be treated fairly and as equals as this is their right according to the constitution of India. The State, society and each one of us have a responsibility to help the differently-abled people to achieve their goals and dreams.

You also learnt that if we care for others and keep calm in a difficult situation, usually we can find a positive way out of the situation.



TERMINAL QUESTIONS

1. Put the following sentences in the correct order to rewrite the story.

First number the sentences. The first one is done for you.

- a) The people of Golibar colony had dug a well in an open area. ()
- b) When Kondiba heard about it, he left his meal and rushed to rescue the boy. ()

- c) Kondiba was a blind beggar, who lived in Golibar Colony. (1)
 - d) A boy fell into the well. ()
 - e) Kondiba became breathless but he did not give up. ()
 - f) Kondiba's picture and story were published in the newspaper. ()
 - g) Kondiba dived into the well to bring the boy out. ()
 - h) He saved Arvind's life. ()
 - i) Kondiba, a blind beggar, became a hero and was well rewarded. ()
 - j) Kondiba runs a small business and is happy. ()
 - k) Arvind went to Kondiba with his aunt and touched Kondiba's feet in gratitude. ()
 - l) Without thinking about himself he dived again and freed the boy from the weeds. ()
2. Now add linking words / phrases wherever required and write the above story in your notebook. Some linking words / phrases are given below.
- Linking words / phrases:**
- Thus next day; one day; today; after sometime; next day.
3. Why do you think Kondiba hated begging?
4. Kondiba was blind. Yet he became a hero. What qualities of Kondiba helped him change his life and become a hero? Write in about 100 words.
(hint – bravery,)
5. After reading the story, what are your views about the abilities of differently-abled people to earn a living? What can you do at an individual level to show them empathy rather than showing pity or indifference?



ANSWERS

3.2.1 PART 1

INTEXT QUESTIONS 3.1

- I. 1. At the age of eight, because of small-pox
2. He could not earn much by selling brooms; could earn well in Mumbai
3. Individual responses – accept all answers
4. Residents of Golibar slum, in the center of the colony

5. Tap water was not enough for all the people living in the colony
6. It had turned blackish-green
7. He heard a woman crying out that someone had fallen into the well.

3.2.2 PART 2

INTEXT QUESTIONS 3.2

- I. 1. He left his food and rushed to the well/asked Yelanbai to take him to the well.
2. (c) He dived into the well to save Arvind.
3. Two times. It was different. First time, he reached the bottom by feeling his way along the rocks on the side of well. Second time, he had the idea of the shape of the well, so he went straight down to the bottom.
4. Kondiba had come out empty-handed \ could not find Arvind.
5. Individual responses.

3.2.3 PART 3

INTEXT QUESTIONS 3.3

1. He missed his vision because he was unable to find Arvind and he knew that Arvind's life was in danger.
2. Panting heavily,
tired
Kondiba's ribs were aching; he couldn't hold his breath much longer.
Kondiba's heart was beating painfully; he badly needed to breathe.
His spine and muscles ached.
3. He was the only hope for Arvind. He reasoned that Arvind could not vanish, he must be in the well.
4. the weeds around Arvind
5. He caught hold of his belt and pulled him out of the net of weeds.
6. Kondiba, he was very tired/had to struggle a lot to find and pull Arvind out
You may add: he had become weak from poverty/it had been many years since he had tried to hold his breath under water
7. 1. lifted Arvind out of the well

2. gave artificial respiration to Arvind
3. rushed him to hospital
8. (a) He was so tired that he could not feel anything.
(b) Individual responses – accept all relevant answers
9. Arvind would be alright. If he had not saved him in time, his brain would have been damaged.
10. His picture and story of bravery were published in many papers, he was praised by the Governor, the CM of Maharashtra, and other officials.
11. got a reward of Rs. 12,970 and was taught skills of bottling and weaving of chair seats.
12. opened a small business
13. If we have the courage and care for others, nothing can stop us from getting success.

LET US LEARN NEW WORDS 3.1

Exercise 1

daring rescue; starved body; muddy depths; cloudy day; growing population; broken pottery; slippery weeds; half-eaten meal; blackish-green water; surrounding huts.

Exercise 2

Many answers are possible. Refer to a dictionary, if you are in doubt.

Exercise 3

pushed through; fallen into; pulled off; dived into; went into; run out of; give up.

Exercise 4

go about; run out of; fall out; run through; fall apart.

3.3 LET US LEARN GRAMMAR

came; tried; failed; realized; started; hated; earned

1. All the sentences with ‘ had + 3rd form of the verbs
2. You can make as many as 14 sentences. A few examples are given below:

I prepared the lunch box for father after Neena had gone to school.

Father left for office after I had prepared the lunch box for him.

Or

I had prepared the lunch box for father before he left for office.

Mother washed clothes after father had left for office.

We ate lunch after Neena had returned from school.

- How do you feel on getting the award?
- What will you do with the money?
- Where did you learn weaving?

LET US LISTEN 3.1

Listening task

- How did you get this idea?
- How much time do you spend every day to record the books?
- How much do you charge for these cassettes?
- How did you help these students to write their examination?
- How do you feel working for a social cause?

TERMINAL QUESTIONS

- a- 2, b-4, c-1, d-3, e-6, f-10, g-5, h-8, i-11, j-12, k-9, l-7.

- Linking words to be added:

One day, a boy fell into the well.

After sometime Kondiba became breathless, but he did not give up.

Thus, he saved Arvind's life.

Next day, he went to Kondiba with his aunt and touched Kondiba's feet.

Today Kondiba run a small business and is happy.

- He had self- respect. He did not like pity/charity/abuses he might be getting.
- bravery, compassion, ability to take decision in a crisis, not giving up hope in difficult situations
- If they are trained, they can earn their living. Our role is to help them without pitying them, and provide them with the required information and support. Any little action that you take in this direction as a friend shows your empathy.

Notes			
differently: abled people who have lost a body part; or whose sense organ/s do not function; or who have some deficiency in nervous or mental processes.	gradually: slowly	pottery: pots made of clay	ribs: curved bones extending from the backbone and curving round to the chest to protect the heart and lungs
famine: a time when there is very little food in region	weeds: unwanted wild plants	float: stay on the surface of a liquid (here, water)	desperately: trying badly in a situation of hopelessness
small-pox: a serious, often fatal disease causing a high fever & leaving permanent marks on the skin.	gunny bag: bag made from rough 'jute' cloth	run out of something: use up or finish a supply of something	lad: boy
	startled: surprised/shocked due to a sudden noise	vanish: disappear	
	paddle: walk with bare feet in shallow water	bursting: (here) almost breaking open	
	drive: jump head first into water		

4

TALL TREES

Think of some tall trees you have seen. You find them in villages, in gardens, on the roadside, in towns, in forests and on mountain slopes, and maybe you even have one such tree in your courtyard. Have you ever observed trees carefully? Have you noticed how trees silently offer care and protection to all? Read the poem to find out what the poet thinks of when he looks at tall trees. He imagines them to be watching, sheltering and peeping like human beings.



OBJECTIVES

After completing this poem you will be able to:

- read and enjoy the poem;
- explain the theme of the poem;
- pick out the words ending in similar sounds at the end of lines;
- explain how words ending in similar sounds add rhythm and flow to a composition;
- identify ‘personification’;
- explain how ‘personification’ adds a new meaning to the poem & relates it to the world of humans;
- feel the strong presence of Nature everywhere, and
- recognise the values of caring and protection as expressed by Nature.



4.1 LET US READ THE TEXT

Tall Trees

With their feet in the earth
And their heads in the sky
The tall trees watch
The clouds go by

When the dusk sends quickly
The birds to rest
The tall trees shelter them
Safe in a nest

And then in the night
With the tall trees peeping,
The moon shines down
On a world that's sleeping

– Eileen Mathias



Fig. 4.1

4.2 LET US UNDERSTAND THE TEXT

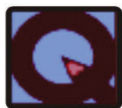
4.2.1 PART 1

With their feet.....clouds go by.

By saying that the trees have their feet in the earth and their heads in the sky, the poet conveys to the reader that the trees are very, very tall.

The poet looks at the tall trees and feels that they are standing and watching the clouds as they pass. Do you notice that she also describes the trees as if they were human beings with heads and feet, and even eyes to see things around them.

Why does the poet compare the tall trees to human beings? Does the poet see some other similarity between human beings and the tall trees? May be she feels that some human beings are like the tall trees that are strong, tall and powerful. Like the tall trees that have their feet in the ground, these empowered human beings are humble, kind and caring towards those who need their help.



INTEXT QUESTIONS 4.1

Answer the following questions.

1. Which parts of the tree does the poet describe as its head and feet? Why?
2. What does the phrase 'feet in the earth' mean in the context of trees?
3. a. What do you think the phrase 'feet in the earth' might mean in the context of a person who is tall (empowered) like the tall trees?
b. Have you met or do you know such a person? Why do you think that this person is like a 'tall tree'?
4. In what ways do the trees behave like human beings in the poem?



DO YOU KNOW

Some tall trees in the rain forests can be more than 100 feet tall but most of the tall trees around us in india grow to a height of about 40 feet.

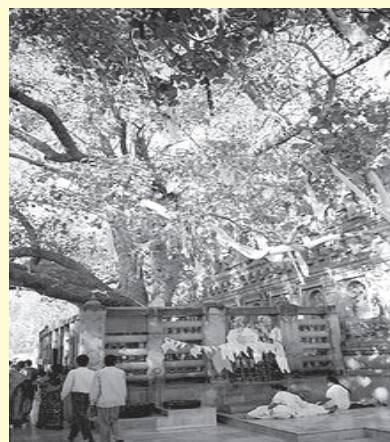
The following are accepted as **the top three tallest species of trees**:

1. Coast Redwood (379.1 feet) California, USA
2. Australian Mountain Ash (326.8 feet) Tasmania, Australia
3. Coast Douglas Fir (326.1 feet) Oregon, USA

The oldest human planted tree with a known planting date is the Shri Maha Bodhi Sacred Tree in Anuradhapura, Sri Lanka. It is 2293 years old.

This tree was planted from a cutting of the original Bodhi Tree in Gaya. The cutting was carried by Emperor Ashoka's daughter Sanghamitra to Sri lanka.

It takes 100 years to 3000 years for a bodhi tree to grow fully.



The Bodhi Tree at the Sri Mahabodhi Temple

**LET US DO 4.1**

Nature takes care of us. Let us take care of nature.

Look around your house and decide how you can improve the environment of your area. Here are some suggestions.

- Start a campaign to keep the drains clean.
- Start a campaign for disposal of household garbage in the right manner.
- Take care of plants.

4.2.2 PART 2

When the dusk.....in a nest.

The poet gives an integrated picture of Nature in this stanza. In the evening the darkening sky drives the birds to the safety of their homes in the trees. In this way the different elements in Nature complement each other to provide comfort and shelter to the birds.

**INTEXT QUESTIONS 4.2**

1. What time of the day does the poet refer to in this stanza? Pick out the word that indicates the time.
 2. Describe the two images that the poet has created through personification in this stanza.
-

4.2.3 PART 3

And then.....world that's sleeping

The evening changes into the night, and by the light of the moon, the trees stay awake to keep a watch over the world as it sleeps. The poet sees the tall trees as our protectors and guardians, in whose care we can sleep safely and soundly without any worries.

**INTEXT QUESTIONS 4.3**

1. a. Pick out words from the poem which rhyme with each other.
b. Write five more pairs of rhyming words of your choice.

2. Who else, besides the tall trees is taking loving care of the world? How?



DO YOU KNOW

Trees are an integral part of our world. There are a number of poems about trees. One such poem is given below:

A tree stood so strong on top of a hill
It was majestic and handsome, gracious if you will

It was a shelter to some, to others a toy
Just to be with people brought the tree great joy

Lauren Saari



LET US DO 4.2

You must have seen big, tall trees growing on both sides of the road in some areas. Have you noticed how these trees offer shelter and protection to travellers when the sun is bright and hot in the summer, or when they get caught in heavy rain all of a sudden?

Imagine that you are a tall tree. One day an injured/tired/hungry boy comes running and sits down under the tree panting/puffing/in pain.

He picks up a big leaf to fan him. He covers his wound with leaves to stop the blood and ties them with a twig. He folds some leaves into a cup and drinks water from the nearby river. Then the boy lies down under the tree for sometime. The tree watches in silence.

Describe in 3-4 lines what you might have felt as a tree.

4.3 APPRECIATION

Personification

When we speak of a thing as if it were a living being it is called 'personification' of that object. For example, when we say 'walls have ears' we speak of walls as if they were living beings with ears. When we say 'fortune smiles on those who work hard' we give a human form and a smile to good luck.

We apply human qualities and feelings to something that is not human in order to create a clear and vivid picture of that object or idea. Personification expresses the qualities of the

personified object as human qualities and relates it to the world of humans. This adds intensity and clarity to an expression.

Poets often make use of this literary form.

You will notice that the second and the fourth lines of each stanza in the poem end in words that end with a similar sound. The similar sounds lend a flow and a rhythm to the lines and make them catchy and easy to remember.

The similar sound at the end of lines is called 'rhyme'. The pattern of rhyme varies from poem to poem. Poets create rhyme schemes of their own choice for the desired rhythm.



WHAT YOU HAVE LEARNT

In the poem 'Tall Trees' the poet presents an integrated picture of nature. It is a harmonious world where various elements and objects of nature like the clouds, birds, day, night, and moon work in close association, and without any disagreement. It is a pleasant picture of selfless care and protection.

The trees provide shelter to birds and guard the world as it sleeps. They do not ask for anything in return. The trees are tall but they are not proud of their height and stature. Even the small birds are dear to them. They love them and protect them at night. Human beings who are tall and powerful like tall trees, should also be humble and caring like them.



TERMINAL QUESTIONS

I.

1. a. Write a paragraph of 20-25 words about the three activities of the tall trees as described in the poem.
b. Which activity do you appreciate the most and why?
2. Describe in a few words the picture of nature as presented in the poem.

II.

1. Personification adds richness to the meaning, makes a thought vivid and clear, and relates an object/idea to the world of humans.

Think of some commonly used personifications associated with the words given below. The first one is done for you as an example.

- Books are our best friends
 - a. Love _____
 - b. Opportunity _____
 - c. Earth _____
 - d. Time _____
- 2. Have you ever tried to write a poem? Why not try now? Write four lines on any object of Nature. You may create your own rhyme scheme. Read out your poem to a friend and notice how the rhyming words lend an easy flow to your reading.

You may write on any of the following ideas or you may think of some other topic for a poem.

sun, moon, stars, night, river, stream, mountain.

Here is an example of a simple poem with rhyming words at the end of every pair of lines:

The Sun rises every day
It brightens every bay.

Stars come up every night
They are such a wonderful sight!

III.

1. Imagine that as an MLA of your area or as Sarpanch of your village panchayat, you are a 'tall' man like a tall tree. You have both power and position. Write a short paragraph about how you used your power to help others.



ANSWERS

4.2.1 PART 1

INTEST QUESTIONS 4.1

1. The poet visualises the top of a tree as its head and compares its roots to human feet. The poet has personified tall trees as tall human beings. The trees are so tall that their heads seem to be close to the clouds but their feet (roots) are firm and steady in the earth.
2. In the context of tall trees the phrase 'feet in the earth' means that the roots of trees are going under the ground to give them a strong hold.

3. a. Individual responses.

Suggested response: The phrase ‘feet in the earth’ conveys a different meaning in the context of a person. A tall person (a person with power, position, influence, wealth) who does not lose his/her head over his success or his position of power could be referred to as having his/her ‘feet in the earth’. His head may be high but his feet are on the ground – he/she never forgets that he/she is an ordinary person like anyone else.

b. Individual responses.

4. The poet thinks of tall trees as human beings. He finds them behaving like human beings. The tall trees watch the clouds and the things around them, as humans do. They offer shelter to birds and keep a watch over the sleeping world like night watchmen.

4.2.2 PART 2**INTEXT QUESTIONS 4.2**

1. Evening time. Dusk
2. dusk as a person sending away the birds to shelter/trees provide nests for birds to rest.

4.2.3 PART 3**INTEXT QUESTIONS 4.3**

1. a. sky-by, rest-nest, peeping-sleeping

b. Individual responses.

(Some examples of pairs of rhyming words are beam-gleam, sky-dry, feel-deal, ring-sing, bell-tell.)

2. The moon - She is spreading her light over the sleeping world at night.

TERMINAL QUESTIONS

I.

1. a. The tall trees are watching the clouds in the first stanza. In the second stanza they provide shelter to birds at night. In the third stanza the trees are watching/ peeping over the sleeping world.

b. Individual responses.

2. Individual responses

Suggested response: Nature is presented as an integrated whole. The trees lovingly watch the clouds. The dusk sends birds to their homes in the trees. The trees make the

birds comfortable in their nests. At night the moon spreads her soft moonlight over the world and the trees silently keep a watch. It is a picture of harmonious co-existence and working together for others' welfare.

II.

1.
 - a. Love is blind/divine.
 - b. Opportunity knocks only once.
 - c. Earth is our Mother, Mother Earth
 - d. Time waits for none, Time marches on, Time does not stop, Time stands/stood still
2. Individual responses.

III.

1. Individual responses.

Notes

dusk : evening

peeping : a quick and secret looking into something here it means looking, watching.

5

A TIGER COMES TO TOWN-I

The jungle is a natural home for most wild animals. Where else can you see them? Yes, in a zoo or sometimes in a circus. Are you afraid of them when you are at a circus? No, you are not afraid because you know that they have been trained to listen to their master. ‘A Tiger Comes to Town’ is a story about a runaway circus tiger. The story is told by the tiger who is the central character of the story. Read the story to find out what happens.



OBJECTIVES

This lesson is in two parts. After completing Part I of this lesson you will be able to:

- read and enjoy an interesting story told from the viewpoint of a tiger;
- follow the sequence of events as they occur in the story;
- relate to animals with compassion, and
- develop awareness about the fact that animals have feelings.
- infer the meaning of new words from context and use them effectively;
- identify literary expressions and infer their meaning;
- write a paragraph to describe an event using sequence markers;
- convert imperative sentences into indirect speech;
- use the past perfect tense to describe actions completed in the past;



5.1 LET US READ THE TEXT

When I entered the Market Road, people ran for their lives at the sight of me. As I passed through, shutters were pulled down, and people hid themselves in drains, on trees, and behind pillars. The population was melting out of sight.

At the circus I had no chance to study human beings. They had sat in their seats peacefully while I cowered before captain's whip. I got a totally wrong idea of human beings at that angle. I had thought that they were strong and fearless. But now I found them running from me like a herd of deer, although I had no intention of attacking them. When I paused in front of a tailor's shop, he abandoned his machine and shut himself in a cupboard, wailing, "Alas, I am undone, won't someone shoot that tiger?"

A prisoner, between two constables, got his chance to escape when the constables fled, abandoning him with his handcuffs. I tore a horse from its *Jutka* and enjoyed the sight of the passengers spilling out of it and running for their lives.

Sheer hopelessness seemed to have seized the townspeople. They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed. Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement. Why should an ordinary, simple tiger have any interest in them, either to destroy or to safeguard?

I rested for a moment at the door of a restaurant, the coffee drinkers and tiffin-eaters sat still at their tables, uttering low moans on seeing me. I wanted to assure them, 'Don't fear, I am not out to trouble you. Eat your tiffin in peace, don't mind me You – nearest to me, hugging the cash box – you are a coward, afraid – afraid even to breathe. Go on, count the cash, if that's what you want. I just want to watch, that's all If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full. I found a green pasture full of food on my way. I won't need any food for several days to come. I won't attack until I feel hungry again. Tigers attack only when they feel hungry, unlike human beings who kill one another without purpose or hunger'.



Fig. 5.1

To the great delight of children, schools were being hurriedly closed. Children of all ages and sizes were running helter-skelter, screaming joyously, 'No school, no school. Tiger, Tiger!' They were shouting and laughing and even enjoyed being scared.

I followed them through their school gate while they ran up and shut themselves in the school hall. I climbed up the steps of the school, saw an open door at the far end of a verandah, and walked in. It happened to be the Headmaster's room. I noticed a very dignified man jumping on his table and heaving himself up into an attic. I walked in and flung myself on the cool floor, having a special liking for cool stone floors, with my head under the large desk.

I was in no mood to bother about anything. All I wanted was a little moment of sleep. While I slept, I had been properly locked up and was being watched.

After I woke up, I heard a teacher saying, 'Now that this brute is safely locked up, we must decide.....'

At this moment my Master pushed his way through the crowds and scolded, 'Never use the words 'beast' or 'brute'. They're ugly words coined by man in his arrogance. The human being thinks all other creatures are 'beasts'. Awful word!'

'Is this the time to discuss problems of vocabulary?'

'Why not?' retorted my Master, at which they looked extremely upset and angry. Someone said, 'What a reckless man you are! Who are you?'

'You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?'

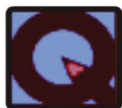
– R.K. Narayan

5.2 LET US UNDERSTAND THE TEXT

5.2.1 PART 1

When I entered or to safeguard?

The tiger in the story has been trained by his master to perform tricks before a large audience at a circus. His audience, comprising both children and adults, enjoys his performance and tricks, and does not appear to be afraid of him. The tiger comes to believe that human beings are brave and are not scared of animals. One day, finding his enclosure unguarded and open, the tiger walks out into the town for a walk. As he walks down the streets, he finds people running around trying to find a hiding place at the sight of a tiger. The tiger is confused to see their reactions because he is used to seeing thousands of people watch his shows every evening from a close distance. He cannot understand why they are so afraid to see him in the town, especially because he does not want to hurt them or attack them.

**INTEXT QUESTIONS 5.1**

I. Answer the following questions by choosing the correct option from those given below:

1. *'At the circus, I did not have any chance to study human beings . They had sat peacefully while I cowered before Captain's whip. I got a totally wrong idea of human beings at that angle.'* Who does 'I' in the above lines refer to?
 - a. the people
 - b. the tiger
 - c. the Captain
2. The tiger says *'He did not have any chance to study human beings'* because:
 - a. he was so engrossed in his act that he did not look up at the audience.
 - b. his Captain had always kept him locked up in a cage.
 - c. having only seen people at the circus show he did not realize that they were scared of the tiger.
3. *'at that angle'* refers to:
 - a. the tiger's opinion about people from his performing ring in the circus.
 - b. the spectators' opinion about the tiger at the circus.
 - c. the Captain's opinion of the spectators.
4. *'They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed.'* Who does 'they' refer to in the above line?
 - a. the tiger and his Captain
 - b. the people at the circus
 - c. the general public in the town
5. Why did *'they'* withdraw into their homes?
 - a. they were scared of the tiger.
 - b. they were given an alert warning.
 - c. they were advised by the Captain to go inside as a precaution.
6. By saying, *'Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement'*,

- the author means to convey that:
- he was unable to pass through the walls.
 - people thought that the tiger could emerge from anywhere and attack them.
 - if he did not wait for his prey he would have to go hungry.
- At the circus, the people would usually:
 - sit quietly and watch the tiger's antics.
 - run away on seeing a tiger.
 - throw stones to chase the tiger away.
 - The tiger got a chance to go out into the town because:
 - his Master wanted him to graze in the pastures to satisfy his hunger.
 - his Master was cruel and he wanted to run out of his clutches.
 - he found an unguarded passage and stepped out unnoticed.

II. On the basis of your understanding of the text, complete the table below with details of the tiger's thoughts and what different people did on seeing the tiger. One example has been done for you.

	Different people	Public reaction	Reasons for their behaviour	Tiger's thoughts
a.	The spectators at the circus	Sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	People are strong and fearless
b.	People on the road			

III. When did the tiger realise that he was totally wrong about the opinion he had formed about human beings?

IV. Give at least three reasons why you think the people at the circus were not scared of the tiger. One has been done for you.

- The circus ring had an iron railing around it and the tiger could not have come close to the spectators.
- _____
- _____



LET US DO 5.1

There are many ways in which each one of us can contribute to the well being of animals in our day-to-day lives. Here are some do's and don'ts to follow:

DO's	DON'Ts
Give a starving or suffering animal food or call an Animal Welfare Organisation in your town.	Don't keep pets (e.g. dogs) leashed all the time. Be careful not to use leashes made of rough or hard materials when they must be used on pets.
Dogs and cats are in the habit of sleeping under parked vehicles. Always look under your vehicle before starting, or wait for a few seconds after switching on the engine to allow them to move out.	Don't overwork your animals or abandon them when they are sick or old.
Donate for a good cause. Animal welfare organisations are not very rich. With your money they will be able to take better care of the animals.	Do not tease animals.
A very large number of animals are injured due to carelessly thrown sharp objects. Wrap all pieces of broken glass and nails in a cloth, paper or plastic sheet and dispose them off properly, away from places where animals can access them easily.	Do not throw peels, left over or stale food in a plastic bag. Stray animals generally eat the food that is thrown away. If they swallow the plastic bags along with the food, they could suffocate or fall seriously ill and may even die.
A large number of birds die of thirst. Put up bird baths in your lawn, on the roof of your house, or even on your balcony. Also keep water outside your house for stray animals.	Do not buy products made out of animal skin or parts. Buying these products encourages animal poachers who kill animals for their body parts.

The Society for Prevention of Cruelty to Animals (SPCA) is an organisation which works for the welfare of animals. Find out the names of other such organisations. If possible you may contact them and find out how you can help.

You and your friends have formed a club to protect the environment. Identify three things that you can do to protect the environment. Two ideas have been given. Add three more of your own.

i) We should not use polythene bags.

ii) We should plant more trees.

iii) _____

iv) _____

v) _____



LET US LEARN NEW WORDS 5.1

I. Given below are some expressions which you have read in the story. What do they mean? Choose the right answer from the choices given below each expression.

1. The population was '*melting out of sight*' means:
 - a. It was very hot and people rushed indoors to escape the heat.
 - b. Very few people could be seen on the streets as most of them decided to hide in ditches or in their homes.
 - c. The Government sent out orders for people to remain indoors during certain hours.
2. '*I tore a horse*' from its *Jutka* means:
 - a. the horse became out of control.
 - b. the horse ran so fast that the reins by which he was secured to the carriage broke.
 - c. on seeing the tiger the horse became frightened and jumped with such force that the reins broke .

II. Now I found them running *like a herd of deer* although I had no intention of attacking them. The expression 'like a herd of deer' compares the timid quality of a deer that runs at the sight of danger with the same quality of people on the streets and in the shops who tried to run away or hide at the sight of a tiger. Such expressions which are used for comparing two different things are called '*similes*'. Read the similes given below.

- *as black as coal*
- *as beautiful as a rose*
- *swift like an eagle*
- *strong like a lion*

The words 'as' and 'like' are used for comparison.

Complete the following similes by using words from the box given below. You may use your own comparisons too.

lead star night owl stream ice
--

1. as clear as a _____
2. as heavy as _____
3. as dark as the _____
4. as bright as a _____
5. as cold as _____
6. as wise as an _____

III. Complete the following sentences by using words from the box given below. You may also refer to a dictionary to see the meanings of the words before using them.

abandoned	spilled	nervous
cowered	handcuffed	seized

1. The dog _____ at the sound of crackers on Diwali day.
2. The police _____ the dangerous criminal before taking him to the court for his trial.
3. People living on the banks of the river _____ their homes and fled to safer places when they realised that the water level in the river was soon going to cross the danger mark.
4. Excitement seemed to have _____ the soldiers posted on the border when they heard that their favourite film stars were going to visit them.
5. If we have studied well there is no reasons to feel _____ during examiantions.
6. The bowl of soup fell from his hands and all the soup _____ onto the floor.



DO YOU KNOW

- Gujarat has become the first state in India to ban the dissection of frogs in schools in Biology classes.
- Japan has passed a law according to which person can face one year imprisonment and a fine of up to one million yen for killing or injuring an animal without reason.

It is also levies a fine of up to five hundred thousand yen for abandoning an animal.

5.2.2 PART 2

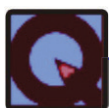
I rested for a moment at the door of a restaurant Are you sure you know who you are?

Do you know how long a fully grown tiger is? A fully grown tiger's body, if measured from head to tail, may be more than eleven feet long. How do you think people would react if they saw such a big tiger sitting across the door of a house or a shop? Wandering down the lane, the tiger in the story reaches a restaurant. He sits down at the door of the restaurant. He sees that all the people in the restaurant are shocked and frozen in their seats to see him

sitting at the entrance. The tiger wants to tell them that they do not need to be afraid of him because he is not hungry, and that tigers only attack when they are hungry, that they are not like human beings who kill without a good reason. The tiger also wants to tell the people in the restaurant that they are not brave as he had thought them to be, and that he only wants to watch them, not harm them. The tiger notices that the schools in the town are being closed early and that the school children are shouting with a mixture of delight, excitement and fear. He enters the school gate and goes into the Headmaster's room. The Headmaster climbs up into the attic in fear, and the tiger goes to sleep under the Headmaster's desk. He wakes up to find that he has been locked up in the Headmaster's room. The tiger then hears his circus master angrily telling a teacher not to use rude and ugly words such as 'brute' to describe him.



Fig. 5.2



INTEXT QUESTIONS 5.2

Answer the following questions.

1. *'If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full.'*
 - a. Why does the tiger tell us his measurements?
 - b. What does he want to tell them by saying, *'I'm too full'*?
 - c. Where and what did he have for his food?
2. *'Never use the words 'beast' or 'brute'.'*
 - a. Who said these words and to whom?
 - b. Why did he/she say so?
 - c. What does this tell us about the speaker?

3. The tiger went off to sleep in the Headmaster's room because:
 - a. he was very tired and needed rest.
 - b. he liked cool floors.
 - c. he had eaten too much and was feeling lazy.
4. The Master could not answer the question because:
 - a. he did not know the answer.
 - b. he thought that was a profound question that could not be answered casually.
 - c. living in the circus with the tiger all the time, he had forgotten his name.
5. Why were the coffee drinkers at the restaurant uttering low moans?
6. How was the tiger blocking the threshold?
7. Why were the school children so excited?
8. Where did the tiger go finally?
9. What did the Headmaster do on seeing the tiger in his office?
10. Why was the Master angry with the teachers?
11. The word 'profound' refers to something which is felt or experienced deeply or intensely, or something with a deep meaning. For example, '*Gandhi Ji's non-violent method of protest against Britishers had a profound effect* on the people of India.' The teachers asked the Master a question which sounded simple, but it was not so. The Master thought it was a question with a deep meaning. What was the profound question put to the Master?

**LET US LEARN NEW WORDS 5.2**

- I. What do the following words in italics mean. Tick the right answer. You may use your dictionary to help you.
1. I noticed a *dignified* man jumping on his table and *heaving* himself into an *attic*.
'dignified' means:
 - a. respectful and graceful
 - b. important person
 - c. tall and handsome**'heaving' means:**
 - a. making a big sound
 - b. pulling and lifting
 - c. taking a deep breath

'attic' means:

- a. a small store room in a building
 - b. a room in the basement of a building
 - c. a room at the top of a building
2. Now that this *brute* is safely locked up we must decide...

'brute' means:

- a. a large animal
 - b. a wild and ferocious animal
 - c. a dumb creature
3. 'Why not?' *retorted* my master, at which they looked upset and angry.

'retorted' means:

- a. gave a polite reply
- b. gave an angry and quick reply
- c. gave a stupid reply

- II. Antonyms are words which give opposite meanings. Some examples are given below.

good	-	bad
up	-	down
obedient	-	disobedient
weak	-	strong
proper	-	improper

Read the words and phrases given in Column A and Column B. Match the words in Column A with their opposite meanings given in Column B by drawing a line across. One word in Column B is extra.

Column A

in front of
fearful
protect
weak
extraordinary

Column B

strong
cowered
attack
behind
fearless
ordinary

- III. Now complete the following paragraph by filling in the blanks using some of the words in the above list. The words can be picked from any of the two columns above. One blank has been filled for you as an example.

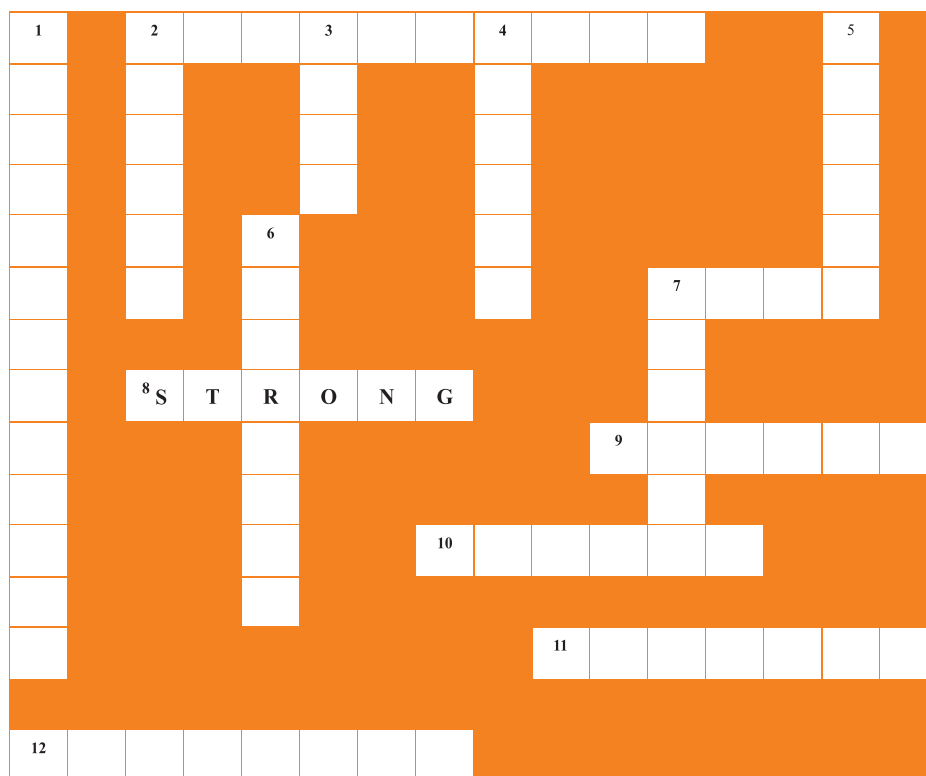
Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our

village elders the need to _____ our environment. We wrote the script, made animal masks and even composed music using tins, plates and brooms.

On the appointed day we all gathered _____ the park. It was decided that our animal characters would emerge from _____ the crowd to add a surprise element. It was fun to see the commotion in the crowds when animal characters jostled their way through them.

Through our play we were able to show how animals could live in peace and harmony if their habitat was not disturbed. The _____ animals protected the _____ so they could move around in a _____ manner. The village elders appreciated our efforts. They understood the importance of preserving natural resources.

IV. Given below is a crossword grid. Below the grid are some words and phrases. Find their antonyms in the text. Write the antonyms next to these words. Then complete the crossword puzzle grid with the antonyms. One word has been filled in as an example.



Clues:

Across

2. violently
7. beautiful
8. weak
9. a brave person

Down

1. ordinary
2. proceeded
3. warm
4. like

10. released

5. dangerously

11. descended

6. fearful, afraid

12. careful

7. done



DO YOU KNOW



The tiger is one of the **endangered** species of animals. Today only 3200 tigers are left in the whole world.

The total tiger population in India is about 1500.



LET US DO 5.2

Slogan Writing

Slogans are generally one line appeals for a cause. They are short appealing and catchy.

Read the following slogans. Can you guess what they are appealing for? Study the first example and then write your answers in the space provided.

- 'Save a life – donate blood' — for blood donation
- 'Blood is precious, do not shed it on roads' _____
- 'Save life, save water' _____
- 'Save the earth, save our wildlife' _____

You must have read in the DO YOU KNOW box above that the tiger is one of the endangered species of animals.

Coin at least three slogans of your own as an appeal for the 'Save the Tiger' campaign.



5.3 LET US LEARN GRAMMAR

A. Past Perfect Tense

Read the following sentences:

- At the circus I *had* no chance to study human beings.
- They *had sat* in their seats peacefully *while I cowered* before the Captain's whip.
- I *had thought* that *they were strong and fearless*.

The words '*had*', '*had sat*' and '*had thought*' give us an idea that the action took place sometime in the past and that the action was completed.

Something else happened later - '*while I cowered*' and '*they were* strong and fearless'

Such verbs (action words) which tell us that an action was completed sometime in the past, before another action also in the past, are said to be in the past perfect tense.

Exercise 1

1. Study the table below. Using the words from each column make five sentences.

Subject	Past Perfect Tense had + action word		Action that followed
The patient	had	died	before the doctor arrived
The plane		landed	by the time we reached the airport
I		read the book	before we reached the station
My parents		decorated the hall	before the visitors arrived
They		planted trees	before the monsoon arrived

2. Based on a similar pattern, write two new sentences of your own.

1. _____

2. _____

B. Direct and Indirect (Reported) Speech—Imperatives

Read the following sentences:

1. Meena said to her friend , 'Work hard so that you succeed'.
Meena *advised* her friend to work hard so that she could succeed.
2. The fireman said to the residents 'Vacate the building immediately.'
The fireman ordered the residents to vacate the building immediately.
3. Sheel said, 'Let's go to watch a movie.'
Sheel *proposed* that *they* go to watch a movie.

- In the first sentence, Meena is giving advice.
- In the second sentence, the fireman ordering the residents.
- In the third sentence, Sheel is proposing or suggesting something.

The sentences given above are all examples of **Imperative Sentences**.

- An imperative sentence is a sentence which expresses a command, request, instruction, advice or suggestion.

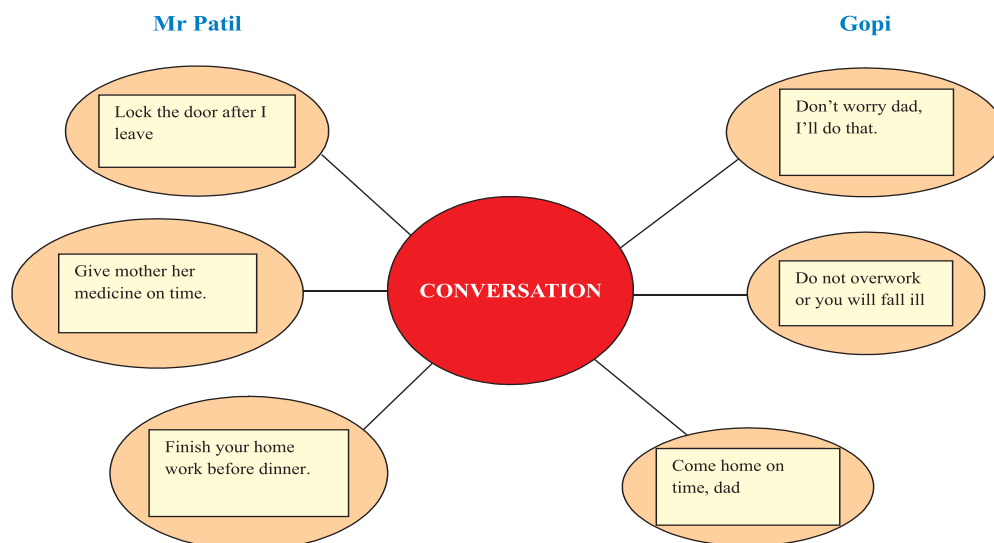
When we change a sentence into indirect speech, we report what someone said. That is why indirect speech is also called Reported Speech.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.

- To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a verb which conveys the tone of a command or a request.
- Given below are a few examples of the verbs to be used when changing an imperative sentence into indirect speech. Study them carefully.

Commands:	ordered	instructed	told		
Requests:	begged	requested	pleaded	asked	told
Advice:	advised	recommended	urged		
Suggestions:	suggested	recommended	proposed		

Now read this conversation between Mr. Patil and his son Gopi.



Read the following paragraph which describes the conversation in indirect speech.

Mr Patil advised his son to lock the door after he left.

He instructed him to give medicine to his mother on time.

Mr Patil also instructed Gopi to finish his homework before dinner

Gopi assured his father that he would do as told.

He pleaded with his father not to overwork lest he should fall sick and asked him to come home early.

Exercise 2

1. Read the following sentences and write them in indirect speech.

a. The invigilator said to the students, 'Stop writing.'

b. The officer said to the peon, 'Bring a file cover for me.'

c. Anil said to his friend, 'Please take out the car while I lock the room.'

d. The ticket collector said to Varun, 'Why didn't you buy a full ticket for your son?'

e. 'May I borrow your English book for the evening?' said Usha to Rajni.

f. The parents said to the Principal, 'Please admit our daughter in your school.'

g. Father said to his son, 'Switch off the television. I am getting disturbed.'

h. Anita said to Nikhil, 'Help your younger sister in her studies.'

i. Hitendra said to Shyam, 'Have a cup of tea with me, please.'

j. I said to him, 'Come in.'

**5.4 LET US WRITE**

Read the following paragraph carefully. The narrator describes what happened one day.

Yesterday evening I got home from work at 6 o'clock. It was going to be a long weekend this time. We had planned many exciting things for the weekend. My wife had cooked a sumptuous dinner which we both ate with relish. After dinner I helped my wife to clean up the kitchen and then sat down to watch TV for about an hour. Then we got ready to go out to the Sarpanch's house where a cultural evening had been organised. Many folk artists had been invited from the neighbouring villages too. The programme was so entertaining that we all joined in the singing and dancing. The programme finished at 3 o'clock in the morning. By then we were tired and sleepy too. As soon as we reached home we went to bed.

Note that:

- the paragraph is told like a story where one action follows another in a sequence.
- it uses verbs in the simple past tense.
- each sequence is linked with the help of words (*called sequence markers*) like after, then, later, by then, as soon as, etc.
- to make the story interesting some descriptive words and phrases that tell us something more about a place, experience or feelings are included, eg. sumptuous dinner, ate with relish, a treat to the ears, etc.

Exercise

Imagine you are the tiger in the story. When you went back to the circus, the other animals were waiting to hear what happened. Identify any three memorable experiences and narrate them in your own words.

The opening lines of the paragraph have been written for you. Continue the story in your words keeping in mind the sequence of events, including all the funny things that you saw. Do not forget to describe your thoughts and feelings at each episode. Use the earlier mentioned sequence markers wherever necessary.

When I went back to my enclosure after my performance, I saw that the Master had forgotten to bolt my cage. After years of being in the cage I was longing to go out into the open and enjoy being free away camp.....



LET US TALK 5.1

Read the following dialogue:

Ravi: Mother, our teacher took us to the zoo today.

Mother: That's nice. What did you see there?

Ravi: Lots of animals and birds. The zoo was so big that we got tired walking.

Mother: What did you learn about animals?

Ravi: Frankly speaking, mother, I was rather sad to see the animals caged in their enclosures.

Mother: What's wrong with that? The zoo authorities *have to* do so to ensure the safety of visitors.

Ravi: You are right. But do you realise how sad these animals must be when they lose their homes, freedom and their family only to be lodged here as showpieces to amuse people. I was more sad when some of my friends threw stones at them and teased them.

Mother: Yes, *we should not* do such things. *We ought to* show love, respect and care for these animals.

The italicised words *have to*, *should not*, *ought to* have been used to convey desirable and undesirable behaviour or duties. Other words which can be used are *must*, *must not*, *need to*, *need not*, etc.

Exercise

Imagine you are talking to one of your friends about animals in a circus. Practise speaking at least five sentences using the expressions in italics.



WHAT YOU HAVE LEARNT

In this lesson you have learnt that animals too have feelings and are capable of living in harmony with their surroundings. They are harmless. They may attack only when they are deprived of their food and shelter or if they are attacked without any reason. Human beings have formed fixed ideas about certain wild animals which are totally baseless. They fear them because they do not understand them. Despite the fact that man is supposed to have superior intelligence, he has still not understood his own position in this vast universe and has not understood how he can harm himself by disturbing nature's plans.



TERMINAL QUESTIONS

I. Given below are events that took place in the story. But the order is mixed up.

Read the sentences and put the events in their correct sequence by writing the number of the sentence in the brackets provided.

One answer has been done as an example.

1. A tiger entered the market place (i)
 2. The cops escorting the prisoner ran away leaving their prisoner. (____)
 3. People fell off the horse driven carriage as the horse tore from its *Jutka*. (____)
 4. The tailor hid in the cupboard. (____)
 5. The prisoner got a chance to run away. (____)
 6. The townspeople hid in their homes and locked up their rooms. (____)
 7. The tiger followed the children through the school gates. (____)
 8. The teachers locked him up and kept a watch on him. (____)
 9. The tiger walked into the Headmaster's room. (____)
 10. The Headmaster climbed up into the attic. (____)
 11. The Master reached the school. (____)
 12. The children rushed upstairs and shut themselves in the school hall. (____)
 13. The tiger went off to sleep on the cool floor. (____)
 14. The teachers used harsh words like 'brute' and 'beast' for the tiger. (____)
 15. The people at the restaurant froze in their seats at the sight of the tiger. (____)
 16. The Master was angry with the teachers for using harsh words for the tiger. (_)
 17. The Master was called a reckless man. (____)
- II. The Master did not like people using harsh words like '*brute*' or '*beast*' for the tiger. Why?
- III. '*You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?*'

Explain the Master's response in 60 words?



ANSWERS

5.2.1 PART 1

INTEXT QUESTIONS 5.1

1. b.
2. c.
3. a.
4. c.
5. a.
6. b.
7. a.
8. c.

II.

	Different people	Public reaction	Reasons for their behaviour	Tiger's thoughts
a.	The spectators at the circus	sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	<i>Men are strong and brave</i>
b.	People on the road	<i>fled from the street, some climbed the trees and some hid in drain and behind pillars.</i>	<i>They were terrified of the tiger.</i>	Confused/amused— Why should a simple tiger have any interest in them, either to destroy or to safeguard?

III. The tiger's opinion about men changed when he came out on the street and saw men running for their lives .

IV. The possible reasons could be any two of the following:

1. The animals at the circus were well trained to face audiences.
2. The animals were well fed so they were never hungry enough to attack.
3. The animals were tamed.
4. Adequate security measures were taken by the authorities to ensure that no untoward event would take place.

LET US DO 5.1

You can think of different ways in which you could protect your environment. Two ideas have been given. Add three more. Some other ideas could be as follows:

1. Do not buy products made from animal parts. This will help stop unnecessary killing of animals.
2. Do not waste water
3. Do not bathe your cows and buffaloes in the same pond from which people use water for drinking.
4. Do not burn dried leaves as smoke adds carbon dioxide in air
5. Any other

LET US LEARN NEW WORDS 5.1

- I.
 1. b.
 2. c.
- II.
 1. as clear as a stream
 2. as heavy as lead
 3. as dark as the night
 4. as bright as a star
 5. as cold as ice
 6. as wise as an owl
- III.
 - a. cowered
 - b. handcuffed
 - c. abandoned
 - d. seized
 - e. nervous
 - f. spilled

5.2.2 PART 2**INTEXT QUESTIONS 5.2**

1.
 - a. He says this to show how long he is.
 - b. He wanted to tell them that they need not fear him for he was not going to attack them.

- c. He had found something to eat in the green fields.
2. a. The Master spoke these words to the teachers.
 - b. He wanted them to understand that using such harsh words was being rude to a harmless and noble creature.
 - c. These words show that the Master was kind and that he understood his animals well.
3. b.
4. b.
5. The people were frightened of the tiger. Seeing the tiger lying at the entrance of the restaurant, the coffee drinkers were scared because the way to go out was blocked.
6. He sat in such a way that his long body covered the entire door width.
7. The school children were both excited and scared. They were also happy to know that the school was going to be closed early.
8. He walked up to the Headmaster's room.
9. The Headmaster got on to the table from where he heaved himself up to the attic.
10. He was angry with the teachers because they were using unkind words for the tiger and were rude to him also.
11. 'What a reckless man you are. Who are you?'

LET US LEARN NEW WORDS 5.2

I 1. 'dignified' – a.

'heaving' – b.

'attic' – c.

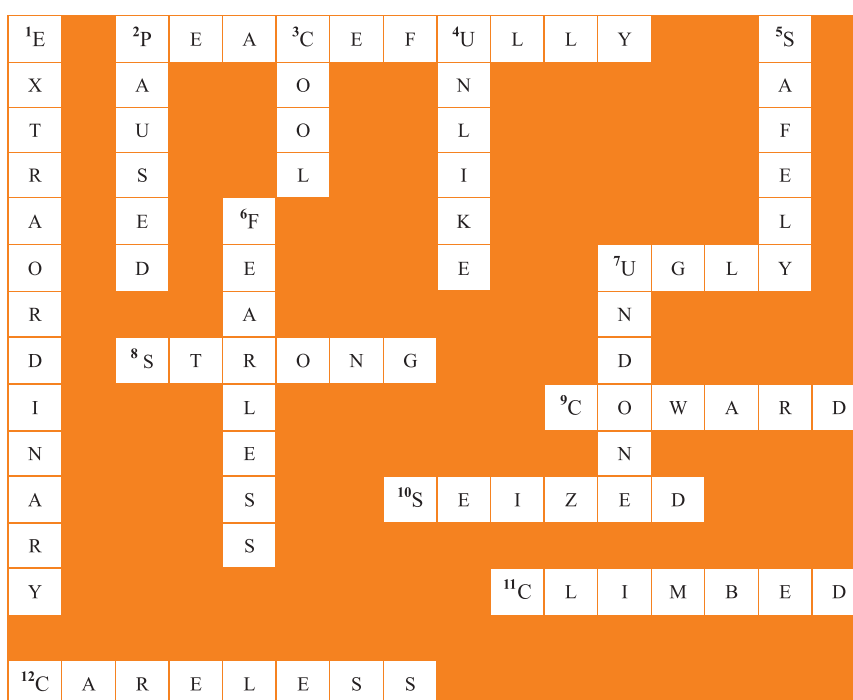
2. 'brute' – b.

3. 'retorted' – b.

II. in front of	behind
fearful	fearless
protect	attack
weak	strong
extraordinary	ordinary

III. Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our village elders the need to protect our environment. We wrote the scripts, made animal masks and even composed music using tins, plates and brooms. On the appointed day we all gathered in front of the park. It was decided that our animal characters would emerge from behind the crowds to add a surprise element. It was fun to see the commotion in the crowds when animal character jested the way through them. Through our play we were able to show how animals lived in peace and harmony if their habitat was not disturbed. The strong animals protected the weak so that they could move around in a fearless manner.

IV. Crossword



5.3 LET US LEARN GRAMMAR

A. Past Perfect Tense

Exercise 1

1. The patient had died before the doctor arrived.

The plane had landed by the time we reached.

I had read the book before we reached the station.

My mother had cooked food before the visitors arrived.

The students had gone to play before the bell rang.

2. Individual responses.

B. Direct and Indirect Speech

Exercise 2

- a. The invigilator ordered the students to stop writing.
- b. The officer asked the peon to bring a file cover for him.
- c. Anil requested his friend to take out the car while he locked the room.
- d. The ticket collector asked Varun why he had not purchased a full ticket for his son.
- e. Usha asked Rajni if she could borrow her English book for that evening.
- f. The parents pleaded with the Principal to admit their son in her school.
- g. The father asked his son to switch off the T.V. because he was getting disturbed.
- h. Anita requested Nikhil to help his younger sister with her studies.
- i. Hitendra pleaded with Shyam to have a cup of tea with him.
- j. I ordered him to get out.

5.4 LET US WRITE

Exercise

Individual responses.

Responses should include the incidents that the tiger saw. Adjectives and words that show your feelings and inner thoughts should be used.

TERMINAL QUESTIONS

- I
1. A tiger entered the market place. (i)
 2. The tailor hid in the cupboard. (ii)
 3. The cops escorting the prisoner ran away leaving their prisoner. (iii)
 4. The prisoner got a chance to run away. (iv)
 5. People fell off the horse driven carriage as the horse tore from its jutka. (v)
 6. The townspeople hid in their homes and locked up their rooms. (vi)
 7. The people at the restaurant froze in their seats at the sight of the tiger. (vii)
 8. The children rushed upstairs and shut themselves in the school hall. (viii)
 9. The tiger followed the children through the school gates. (ix)

10. The tiger walked into the headmaster's room. (x)
 11. The Headmaster climbed up into the attic. (xi)
 12. The tiger went off to sleep on the cool floor. (xii)
 13. The teachers used harsh words like 'brute' and 'beast' for the tiger. (xiii)
 14. The teachers locked him up and kept a watch on him. (xiv)
 15. The Master reached the school. (xv)
 16. The Master was angry with the teachers for using harsh words for the tiger. (xvi)
 17. The Master was called a reckless man. (xvii)
- II. The tiger was trained and tamed very well by his Master. He obeyed his Master's instructions. The tiger and the Master shared a close bond of understanding between them. The Master loved the tiger and was very sure that he would not harm anyone. He did not like anyone to make harsh and undignified remarks about the tiger without even trying to understanding him.
- III. The Master asked the teachers, 'Are you sure you know who you are?' By asking this question he indirectly tried to tell them that their own knowledge about nature was limited. They perhaps thought that human beings were superior to all other living things because they had special qualities like intelligence and wisdom. But they had no idea of man's role in nature. If they did not understand their own role, how could they understand the feelings of a mute and harmless animal? He wanted them to understand that all living things big and small were important to maintain the ecological balance on earth. The tiger was an important part of this natural chain. If the teachers could understand this truth, they would perhaps be more respectful towards the creatures that were lower down in the chain.

Notes				
melting out of sight: disappearing	wailing: crying in fear	assure them: satisfy them by saying something	running helter-skelter: running here and there in fear	arrogance: sense of self importance/ superiority
cowered : felt afraid	spilling out: falling out, jumping out	trails down: hangs down	heaving: pulling/lifting	retorted: shouted back
no intention of: no plan of	seized: captured	threshold: doorway	coined by man: given by man	profound: serious and with a deep meaning
paused: stopped	sat still: sat without moving	pasture: grazing field for animals		
abandoned: left alone	uttering low moans: crying in a low voice			

A TIGER COMES TO TOWN-II

Sometimes a small problem becomes complicated because of a lack of proper information and communication. This can also happen due to an incorrect understanding of a situation. Why does this happen? It could be because we analyse a situation according to our fixed ideas about it.

In Part I of ‘A Tiger Comes to Town’, the people on the street run helter-skelter to save themselves from the tiger, even though the tiger does not want to harm anyone. The teachers in the school do not allow the circus master to go into the room to fetch the tiger. This is because they do not understand or know the true nature and habits of a tiger. People believe that tigers are ferocious animals to be feared.

Likewise, in the lesson, ‘Snake Bite’, Raja’s complaint about being stung gets complicated because of certain fixed ideas.

In Part II of the story you will read about what the teacher did next to solve the problem.



OBJECTIVES

After completing Part II of this lesson you will be able to:

- enjoy the continuation of the story ‘A Tiger Comes to Town’;
- challenge common myths and superstitions related to animals;
- write an appropriate reply to a letter of complaint;
- convert sentences into reported speech;
- use prefixes;

- use contractions effectively;
- evaluate a situation from different perspectives;
- identify words in the text by applying their given meanings to the context of the text, and
- enhance your vocabulary of antonyms.



6.1 LET US READ THE TEXT

Remember: *In Part I of the story, ‘A Tiger Comes to Town’, the tiger reached a school, entered the Headmaster’s room and spread himself on the floor to sleep. The teachers locked the room from outside and would not let the circus master go inside to bring the tiger out despite his repeated requests. Why do you think no one allowed him to go into the room? What happened next? The story continues in this lesson...*

Meanwhile, I awoke after a very good stretch of sleep and heard voices outside. I looked up and saw the headmaster cowering in the attic. I stretched myself and roared, for no particular reason except that I felt alive. The poor human being in the loft must have trembled at the moment. I wished to assure him that I was not going to hurt him. I raised myself, put up my forelegs on the wall, scratched it, and growled softly which made him more nervous.

I knew my Master was outside, I could hear him say, ‘No one is going to school. You will see the tiger come out and walk off with me... One of you take a ladder in and help the headmaster come down from the attic.’

‘Do you mean to say you are going in as you are, without arms or protection?’ They asked him.

‘Yes, that’s what I’m going to do. We have no time to waste.’

The Chairman of the ‘Tiger Committee’ said, ‘By the powers I have being the second Honorary Magistrate, I give you notice that you shall not open nor enter that room.’

My Master asked, ‘Why do you prevent me from going near the tiger?’

They were at a loss to answer – ‘It’s unlawful to commit suicide,’ they said.

‘May be,’ said my Master, ‘but which section of the law says that a man should not approach a tiger? Are not circus people doing it all the time?’

‘Yes,’ replied the Chairman weakly. ‘But that’s different.’

‘I can tame a tiger. It’s after all my life that I’m risking.’

The Chairman was visibly confused and bewildered. 'In that case you will have to sign an affidavit absolving us from all responsibilities for your life or death'.

'All right, give me a piece of paper and tell me what to write.'

The Magistrate took out a sheet of paper from his briefcase and gave it to my Master. My Master wrote the Chairman's dictation, absolving everyone there from all responsibility. He signed the document and returned it with the comment: 'I've signed it just to respect your magistracy, although I'm convinced it's uncalled for and irrelevant. You are exercising unnecessary authority.'

The Chairman looked at the document and said, 'Stop, wait. Tell me what is it that you have written here?'

'Only what you have dictated.'

'In a language we don't know! I can't accept it.'

'It's in Sanskrit, in which our scriptures are written, the language of the gods. I write only Sanskrit although I know ten other languages including Japanese.' Without further ado he put the key into the lock of the Headmaster's room.

'Let us go now,' said my Master. 'You must realise' that human beings, for all their bluster are timid creatures. They are likely to panic when they see you. Don't look at them. That's the only way to maintain one's peace of mind.'

– R.K. Narayan

6.2 LET US UNDERSTAND THE TEXT

6.2.1 PART 1

Meanwhile, I awoke after a very good sleep responsibilities for your life or death.

In this part of the story, the tiger wakes up and stretches himself. The Headmaster who has been sitting in the loft all this time is frightened to see the tiger awake. The tiger wants to tell him that he is not going to harm him but he cannot communicate this to him. The tiger hears his master begging the teachers to allow him to enter the Headmaster's room to fetch the tiger. The teachers do not want him to go in without arms or some sort of protection. The teachers call the Magistrate to stop the circus master from going into the Headmaster's room. The Magistrate forbids the circus master from entering the room. When the circus master argues with him and insists on going in, the Magistrate tells him to sign a document that says that no one should be held responsible for the circus master's death in case the tiger attacks him.



Fig. 6.1



INTEXT QUESTIONS 6.1

Answer the following questions.

1. *'Do you mean to say you are going in as you are, without arms or protection.'* they asked him. *'Yes, that's what I'm going to do. We have no time to waste.'*
 - a. Where did the above conversation take place?
 - b. Who were the 'they' being referred to?
 - c. Who were 'they' talking to?
 - d. Why did they want to know if he was going unarmed?
 - e. Why do you think he said, *'We have no time to waste.'*?
2. Where was the tiger all this time?
3. The Headmaster was already nervous. Which actions of the tiger further added to his fear?
4. What did the tiger want to tell the Headmaster?
5. Give two reasons why the people outside did not allow the Master to go in.
6. The Master's attempts to go in are compared to:
 - a. life

- b. suicide
c. death
d. war
7. Which statement made by the Master confused the Chairman of the Tiger Committee?
8. When the Chairman asked the Master to sign an affidavit before he was allowed to enter the room, he was trying to put a condition on his entry. Which of the following statements correctly interprets the condition?
- a. that the Master shall not take the tiger away
b. that he must pay an entry fee
c. that everybody outside would share the responsibility of his action
d. that he would not hold anybody responsible for whatever happened to him



LET US LEARN NEW WORDS 6.1

In the table below you can see three columns: A, B, and C.

- Column A consists of words from the text but there are some letters missing in each word. Column B consists of the meanings of the words in Column A. Refer to the text to guess each word from its meaning. Then insert the missing letters to complete each word.
- Column C contains a list of words that are opposite in meaning to the words in Column A. They are in mixed order. Guess the antonym/opposite of each word in Column A. Draw a line to join each word meaning with its antonym.

One example has been done for you.

	Column A	Column B	Column C
	Word	Meaning	Antonym
1	C O W E R	to crouch in fear	Invisible/hidden
2	A _ _ _ U _ _ E	to make sure, convince	brave
3	P A _ _ I _ _	sudden and unreasonable fear	relevant
4	T I _ _ _ D	easily frightened	to be undecided
5	D E _ _ E _ _ M I _ _ _ D	to be firm in ones decision	to remain calm
6	V _ _ S _ _ _ L E	capable of being seen	to act bravely
7	I _ _ _ E L E _ _ _ N T	not important	to be unsure

**DO YOU KNOW****HOW ARE TIGERS COUNTED?**

Just as the Government conducts a population census, it also carries out an animal census every four years. In India we call it an All India Wild Animal Census.

A separate Tiger Census is conducted every two years.

Some organisational details and methods used for counting tigers are given below.

- The area to be covered is divided into smaller zones. These zones are further subdivided into a number of compartments. The normal period of any census is 8-10 days.
- Earlier the census authorities used the method of monitoring (watching carefully) rivers or water bodies in the forests. They believed that since animals generally visit these places for drinking water, counting at these places would be easier and reliable. They also believed that a tiger visits only one water hole once in 24 hours, so the counting would be accurate. But this method was not very reliable as this belief was incorrect.
- The preferred method today is to do a pug mark (an animal's footprint) count. Pug marks are commonly found near river beds, water bodies or other less-travelled paths. Once a clear pug mark is found, its impression (the shape of the pug mark) is taken on liquid plaster of Paris.
- Infrared cameras are also used for counting tigers. These cameras are set up on tiger trails every evening and checked every morning to see if there is any fresh information.
- People doing the census also note things like the length of stride, speed of the walk, the surface of the soil, scratch marks, visual sightings, fresh droppings, the roar, or a nearby kill.

**LET US DO 6.1****Myths and superstitions about animals**

Have you heard people say that it is not a good omen (unlucky) if a black cat crosses your path?

Such beliefs which do not have a scientific logic are called myths or superstitions.

Most myths and superstitions related to animals and birds have been handed down to us. The main reason for this is that there is insufficient knowledge about animals and their behaviour. The source of these beliefs may have been coincidental or accidental. Some myths may also have been coined as preventive measures. For example, there is a belief that a sneeze before setting out on a journey is unlucky. The reason for this may be that a sneeze is a symptom of a cold or flu, which can make the journey difficult and uncomfortable.

Exercise

The table below contains some myths or beliefs related to animals, and the possible reasons for these beliefs. Some of these myths/beliefs may have a logical explanation which is lost over a period of time. Find out two more myths and the possible reasons for these myths, and complete the table.

	Myth/Superstition	How do you think this myth originated
1.	Birds will reject their young ones if the young ones are touched by human beings.	This myth is promoted to prevent people from harming baby birds.
2.	Black cats bring bad luck.	Maybe a person had bad luck immediately after seeing a black cat.
3.		
4.		

6.2.2 PART 2

All right, give me a piece of paper one's peace of mind.

In this section of the story, the Magistrate who is a government officer responsible for the law and order in his area, comes to the school to solve the problem of the runaway circus tiger who has entered the Headmaster's room. The circus master tells the Magistrate that the tiger would harm no one if he went in and brought him out. The Magistrate tells him that he will let him go into the Headmaster's room only if he signs an affidavit which says that no one should be held responsible in case the tiger attacks or injures him. The Magistrate wants to take all legal precautions. The circus master agrees. The Magistrate dictates the content of the affidavit to the circus master. The Master who is very angry with the teachers and the Magistrate decides to teach them a lesson. He writes the affidavit in Sanskrit, which they cannot read or understand. The master wants to prove to the learned magistrate

and the teachers that if they can not understand ancient language, their assumption about tiger's behaviour in the situation may also be flawed.

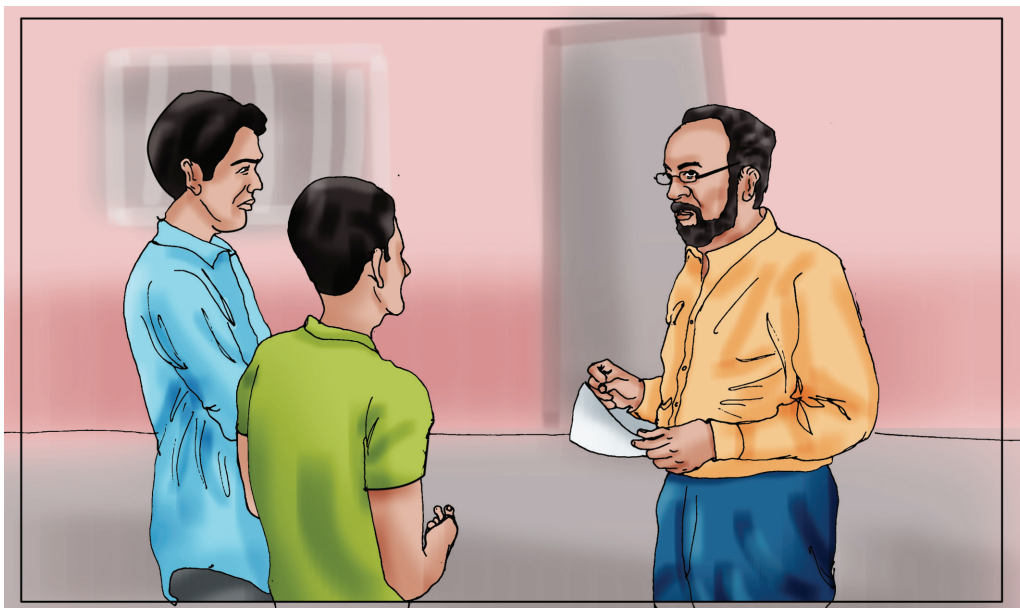


Fig. 6.2



INTEXT QUESTIONS 6.2

Answer the following questions.

1. 'All right, give me a piece of paper and tell me what to write.'
 - a. Who is the speaker in the above line?
 - b. Who is he/she talking to?
 - c. Why does he/she ask for a piece of paper?
2. Why wasn't the Master happy to write the affidavit?
3. In what language did the Master write the affidavit? Why did he do so?
4. Why wasn't the Magistrate happy to see the affidavit? Why did he finally accept it?
5. What advice did the Master give the tiger before leaving? Choose the correct option from the ones given below.
 - a. Growl and make a noise to show your anger.
 - b. Chase the teachers and children to create a sensation.
 - c. Stare hard at the Magistrate.
 - d. Don't look at human beings if you want peace of mind.



LET US DO 6.2

In your 'Friends of the Animals Club' hold a mock parliament of animals. Each member should play the role of an animal and suggest one way in which human beings can show their concern towards animals collate these suggestions and address them to human beings in one of the following forms:



- song or poem
- a dance drama
- a short skit (play)
- a letter to the Minister of Environment
- a letter to the editor of a newspaper

If planning a dance or skit, you can make face masks out of paper plates or paint your faces with vegetable colours as they are not harmful to the skin. Compose background music with the help of ordinary tins and drums. Put yourself into the character of the animal you have chosen. Imitate its sounds and actions.



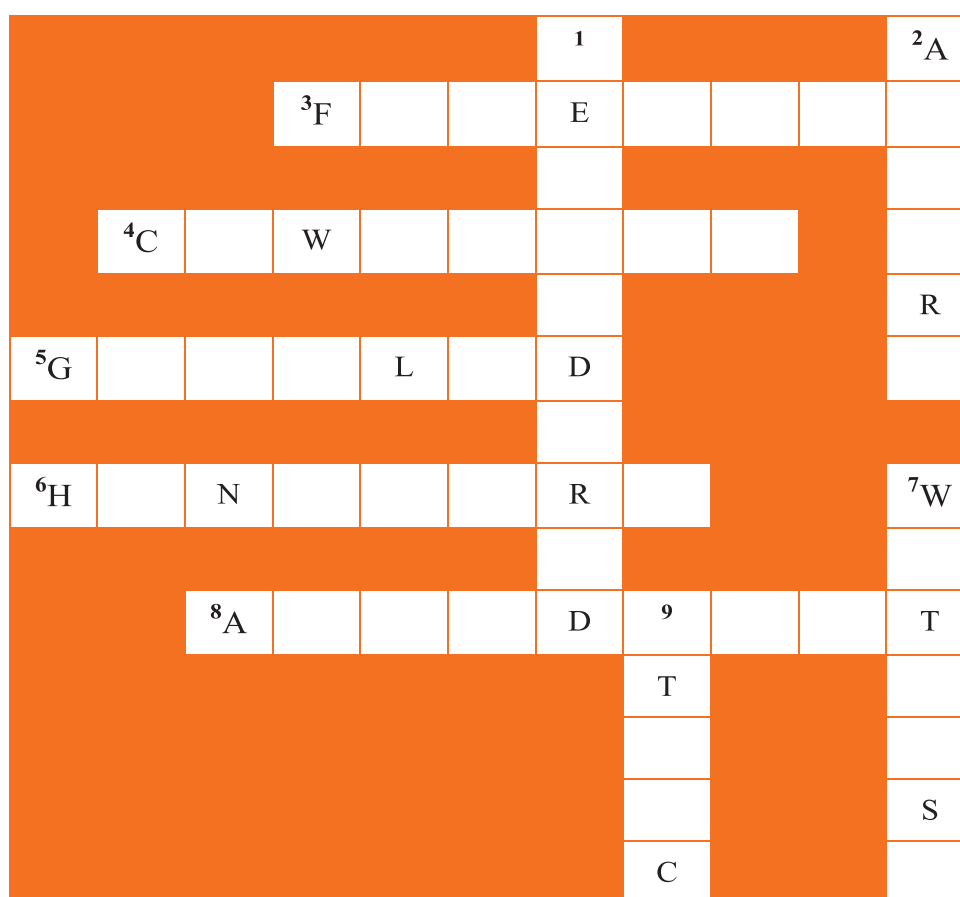
LET US LEARN NEW WORDS 6.2

1. Given below are some sentences. Fill in the blanks with words/phrases from the text which are given in the box. Refer to a dictionary to check the meanings of the words if necessary.

stretched,	growled,	absolved,	exercise unnecessary authority,
blustered,	peace of mind		

- a. A good team leader is one who works along with his team and does not _____ on others.
- b. Since there was plenty of evidence and several eye witness reports in support of her, the court finally _____ her of all blame for the accident.

- c. The dog _____ at every passerby.
- d. "Get out of my office, you scoundrel!" _____ the officer when he came to know that his most trusted officer had cheated him
- e. If you want to lose weight don't lose your _____ but start exercising daily.
- f. As he _____ his arm to pick up the bowl of salad lying at the far end of the table, his hand accidentally hit his mother's favourite jug, which fell and broke.
2. Given below is a crossword puzzle grid. Read the given clues and identify words of the same meaning in the lesson. Fill in the words in the puzzle grid.

**Clues:****Across**

3. the front legs of an animal
4. moving back in fear

Down

1. confused
2. to say something with confidence in order to remove doubt

5. made a low sound in the throat to show anger
6. a designation given as a mark of respect /honour, usually without payment
7. a person who sees something and makes a statement about it in court
8. a written statement /legal document
9. a room just below the roof, used for storing things

3. Body Language

Read the sentences given below. The underlined words relate to human body and feelings expressed by gestures.

- The poor human being in the loft must have trembled.
- I raised myself, growled softly which made him nervous.
- ‘Yes,’ replied the Chairman weakly.
- The Chairman was visibly confused and bewildered.

The underlined words in the above sentences describe different states and moods of a person –body language.

Exercise

- Given below is an interesting puzzle. Jumbled words are given for different examples of body language. Form correct words by rewriting the letters of each jumbled word.
 - You suddenly become red in the face because of shame or embarrassment. (BSHUL)
 - You give a broad smile. (NIRG)
 - Your body shakes because you are feeling cold. (SVIHRE)
 - You pull your eyebrows to show you are angry or worried. (RFOWN)
 - You raise your shoulders to show that you don’t care or are not interested. (RSUGH)
- ‘Roared’ and ‘growled’ are words that express sounds made by animals. Given below are some animal sounds. Fill the correct words in the sentences given below. The first one has been done for you.

croak	chirping	barked	howled	neighed	roared	hooting
-------	----------	--------	--------	---------	--------	---------

- The lion roared at the hunter.
- The owl was heard _____ in the night.
- The boy fell down in fear when the horse _____ suddenly.

- d. The dog _____ at the stranger.
- e. The wolves _____ in the jungle.
- f. The _____ of birds wakes us up in the morning.
- g. Frogs _____ on rainy days.

**DO YOU KNOW**

An **affidavit** is a legal document written by someone who wishes to make a statement or a declaration of certain facts. It can also be an affirmation.

It can be written on an official form or paper or even on plain paper. It must be signed by the person making the declaration. The purpose of an affidavit may be to assure the authorities that the person signing it takes full responsibility for his/her actions and their consequences (in case something goes wrong), and to make sure that no other person is held responsible. It may also be for the purpose of guaranteeing that the contents of a document are correct and genuine.

A sample of an affidavit is given below:

AFFIDAVIT

I, Meenal Goswami do hereby declare that the information provided in this application is correct. I further declare that in case any information is found to be incorrect, my application may stand cancelled and that I will have no right to complain or plead.

signed:

Meenal Goswami

Resident of: House No. 345, Keshavpura,
New Delhi-110093

Dated: 27.10. 2011

**6.3 LET US LEARN GRAMMAR****A. Prefixes**

A prefix is a group of letters added before a word to change its meaning.

Example:

- 'relevant' means something significant or important.

When 'ir' is added as a prefix, the word becomes ir + relevant = irrelevant, which means insignificant or not important.

Example:

- 'Human' means something which is normal or natural to man.

It is human to make mistakes.

- 'human' also means suitable or fit for human beings.

When 'in' is added as a prefix, the new word becomes in + human = inhuman, which means cruel or not fit for human beings.

Children working in *beedi* factories are treated in an inhuman manner.

Exercise

Given below are two groups of words, Group A and Group B. In Group A, we have some prefixes and in Group B, there are some words. Match the two to make new words. You can use a prefix more than once. You will be able to make at least ten words. One example is done for you.

- co + curricular = cocurricular

Group A

inter ir un

co mis anti

hyper dis

Group B

regular school

tension acceptable

available honestly

interest reversible

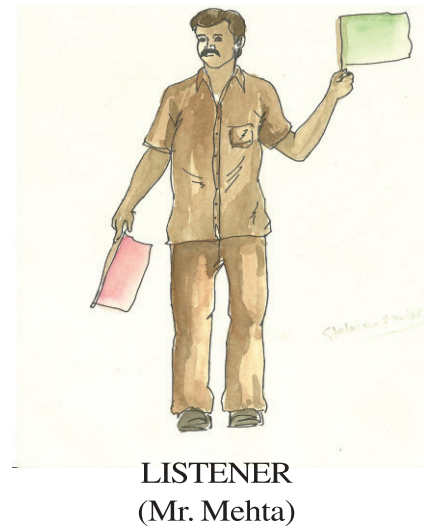
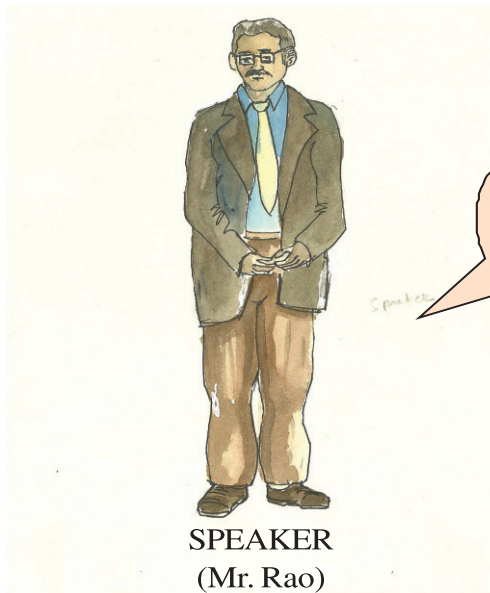
answerable curricular

B. Direct Speech and Indirect Speech

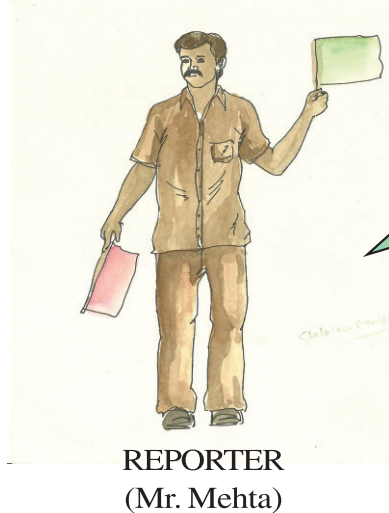
1. Indirect Speech

In our day-to-day life, there are many instances, when we hear something said by a person and then we report the same to another person. This reporting of statements is termed 'Report Speech'.

The one who speaks is the 'SPEAKER' and the other is a listener. When the listener reports it to a third person, he becomes the 'REPORTER'.



The station master tells another person.



2. Direct Speech

Mr. Rao said to Mr. Mehta,

(reporting verb change - told) that (added)
"I have to go to the town today."

that day

remove

inverted he (3rd (verb changes to
commas person) past tense had)

Therefore, the indirect speech statement will be:

Mr. Rao told Mr. Mehta that he had to go to the town that day.

Complete the following table:

First speaker	Questioner	Reporter
You should work less	What did she say?	She said that
	What did she say?	She replied that she never feels tired.
Shall we go for a picnic?	What did she say?	

Exercise

Now change the following direct speech sentences to indirect speech.

The Magistrate said



I order you not to enter the room

1. The Magistrate said that _____

The Master asked the people



Why do you prevent me from going near the tiger

2. The Master asked

The Chairman said to the secretary



Tell me what is it
that you have
written there

3. The Chairman asked

The master assured the people



I can tame the
tiger

4. The Master
assured the people

The master told the tiger

Don't look at
them

5. The Master told the
tiger

C. Contractions

Contractions are short forms which are used very often in spoken English and in informal writing. In the examples given below you will notice how two words have been combined to make one word. Notice also that an apostrophe ' is inserted in place of the letter which is omitted.

I am sorry, I am late.

I'm sorry, I'm late.

He has come to take her books.

He's come to take her books.

She was late in submitting her assignment, was she not?

She was late in submitting her assignment, wasn't she?

Read some of the rules for contracting two words:

combining a noun/ pronoun + verb

she/ he is changes to she's /he's

I am changes to I'm

you are changes to you're

we are changes to we're

they are changes to they're

they will changes to they'll

she/he will changes to she'll/he'll

cannot changes to can't

shall not changes to shan't

will not changes to won't

could not changes to couldn't

But in the following question forms, where there is a pronoun in the middle of the 'verb' and 'not', the position of the pronoun gets shifted to the end.

did she/he not changes to didn't she/he?

does she/he not changes to doesn't she/he?

will she/he not changes to won't she/he?

would she/he not changes to wouldn't she/he?

can she/he not changes to can't she/he?

could she/he not changes to couldn't she/he?

was she/he not changes to wasn't she/he?

were they not changes to weren't they?

Exercise

Now write the following sentences using contracted forms of the words given in italics.

- a. I *cannot* cheat anyone.

- b. *I am* not going for the picnic with my friends.
- c. *Do not* touch electrical gadgets or appliances with wet hands.
- d. *Can I not* buy one more ice cream?
- e. The thief was eventually caught, *was* he *not*?
- f. *You are* not to be blamed.
- g. *They are* going to Manali during the summer holidays.
- h. *We are* going to have lots of fun at the party.
- i. *She is* busy completing her homework.



6.4 LET US WRITE

Formal Letter

After the incident with the tiger at the school, the worried parents of the school children wrote a letter of complaint to the Principal. Read it carefully.

The Secretary
Parents' Association of Malgudi Public School
Malgudi

27.10.2010

The Principal
Malgudi Public School
Malgudi

Dear Sir,

Subject: Security Measures at School

Yesterday after coming home, our children narrated the story of a runaway circus tiger having entered the school campus. This news left us totally shocked. Though it is reliably learnt that no one was hurt or attacked, the fact that a tiger could enter the school premises has raised a lot of questions about the safety and security of our children whilst they are in school. How could the tiger enter the premises? Were the gates not kept locked? Why did the guard on duty not raise a timely alarm? What if the tiger had attacked the students and teachers?

As concerned parents we would like to know what measures you propose to take to ensure that such incidents do not happen again.

We propose that the school authorities meet the local authorities and persuade them to cancel all shows of the circus and order the circus to leave at once.

Finally, you are requested to inform us about the action taken by you in this matter.

Thanking you,

Yours sincerely,

V P Raman
Secretary
Parents' Association of Malgudi Public School

A formal letter has two essential features:

1. **Format** (the structure)
and
2. **Content** (the subject matter of the letter)

Important Parts of the Format

- **The heading** consists of:
 - a) the writer's address
 - b) the date
- **A courteous greeting or salutation**, eg. Dear Sir/Madam or Dear Mr./Mrs.
- **The subject line** which helps the reader to know what the content of the letter is.
- **The message/content/body of the letter.**
- **The subscription or conclusion**, eg. Yours truly, Yours sincerely.
- **The signature of the writer** with name and designation.

Important Features of the Content

- **The matter** is the message the writer wishes to convey to the reader.
- **The style** of the letter should be formal.
- **The tone** of the letter should be polite and neutral.
- Use **simple and direct language**.
- Come straight **to the point**.
- **Accuracy (there should be no spelling or grammatical errors)**
- **Fluency (your ideas should be arranged in logical order)**

Exercise

Now imagine you are the Principal of Malgudi Public School. You have just read the above letter. Write a suitable reply to the Secretary, Parents' Association of Malgudi Public School. Include the following information in your letter.

- Acknowledge the receipt of their letter (mention the date too)
- Mention the steps you plan to take to prevent such incidents in future.
- Inform him about the steps you have taken to bring the matter to the attention of the local authorities. (think of 2 or 3 suitable ideas)

**LET US DO 6.3**

Imagine the following situation:

One day you find a small pup lying abandoned in a drain. You decide to bring it home and take care of it.

When you come home and tell everybody about your decision to keep it as a pet everyone reacts differently.

The table below gives the names of your family members and describes each member's temperament and attitude .

Do a role play with your friends. Allot the roles of the different family members as given in the table among your friends. Explain each character's temperament and attitude to him/her. What do you think each one would say and what would be your reply to each one? Write the responses in the table below. The first situation has been done as an example.

Family member	Temperament	What they say	Your reply to each member
Grand parent	Open to new idea	I hope you understand that the pup is a lot of responsibility	Yes, Granny! I promise to do my best
Mother			
Father			
Sibling			
Any other			

**WHAT YOU HAVE LEARNT**

In this part of the story the author has again emphasised that animals do not attack unless they are deprived of food or are teased and that our fear of animals arises out of our inability to understand them. In this story, though the Master has thoroughly tamed the tiger and is sure that no one will come to harm, the Magistrate and the teachers do not believe him. You learnt that to protect himself from any blame, the Magistrate allows the Master to

enter the room where the tiger is hiding after making him sign a legal document called an affidavit. We call ourselves literate and educated, but our knowledge about animals is limited. Our ideas and fears about animals are based on this limited and often incorrect knowledge.

Suggested reading/viewing

- Stories from the Hitopadesha, Jataka tales, Panchatantra, Aesop's fables, etc.
- Some writers who have used animals as characters in their stories are Rabindranath Tagore, Ruskin Bond, Vikram Seth, Jack London, and James Herriot.
- Discovery Channel, Animal Planet, National Geographic
- Movies: *Born Free*, *Free Willy*



TERMINAL QUESTIONS

1. Given below is a summary of the story you have read so far. Complete the summary with the help of the words and phrases given in the box .

stretched	nervous	entering the room	woke up from his sleep
arrived	outside the room	an affidavit	put to risk
something happened to him	tame a tiger	growl	in the attic

After some time the tiger _____. He kept his legs on the table, _____ himself and gave out a soft _____. The Headmaster who was sitting crouched _____ became more _____. Meanwhile, _____ there was a commotion. The Magistrate too had _____. He stopped the Master from _____. When the Master said that he knew how to _____ and that it was his life which was being _____, the Magistrate asked him to sign _____ that he would hold no one responsible in case _____.

2. Read the following statements. State whether they are true or false by ticking the correct option given against each statement. Give reasons for your answer.
 - a. The tiger had entered a house. True/False
 - b. The tiger sat under the table because he was frightened of the headmaster. True/False
 - c. The tiger was roaming around without his Master. True/False
 - d. The Master had no difficulty in entering the room. True/False

- e. The Chairman asked the Master to sign an affidavit. True/False
- f. The Master wrote the affidavit in English. True/False
- g. The Headmaster tried to scare the tiger with a rod. True/False
- h. The Magistrate helped the Master to bring the tiger out. True/False
- i. The Master was a learned man. True/False
- j. The Magistrate fined the Master for being careless. True/False
3. The Master deliberately wrote the affidavit in Sanskrit. The Magistrate could not read or understand Sanskrit. He was angry. He could have ordered the Master to write it again in English or Hindi but he did not do so. Why?
(Hint: The Master was annoyed when some teachers called the tiger a brute and also when he was prevented from going into the room by the Magistrate despite his assurance that the tiger would not harm anyone. He knew that neither the teachers nor the Magistrate understood the tiger. By writing in a language which he knew the Magistrate could not understand he was in a way mocking their limited knowledge and understanding.)
4. Which incident in the story did you find funny and why? Write your answer in 30 – 40 words in the space provided below.

We all look at an issue from our own perspective. Our perspectives differ on account of our temperament, awareness, needs, experience, level of maturity, status, etc. After reading both Parts I and II of the story we saw how different people, including the Magistrate reacted towards the tiger.

5. Do you think the Magistrate was right in not allowing the master to enter the Headmaster's room?
6. Complete the table below by summarising some of the actions and behaviour of different people towards the tiger.

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	-----	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	-----
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	- locked the children in a safe place ----- - waited for someone with authority to take the tiger safely out of the room - did not allow the Master to go in	- used harsh words like brute and beast for the tiger - called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was	----- - they wanted to ensure everybody's safety -----
e.	-----	----- -----		- he was duty bound to provide safety to the people - he had to use his authority
f.	-----	nothing	nothing	----- - they were concerned about the security of their children
g.	The Master	----- - wanted to enter the Headmaster's office to bring the tiger out	Don't call him a brute or a beast Do you know -----? No one is going out of the school. You will see the tiger come out with me and walk off with me. I can tame.....	- he understood the tiger well - he was sure the tiger was not going to ----- - he was hurt to hear ----- - he did not like the idea of signing an affidavit
h.	The tiger	- went out for a simple stroll - sat at the coffee shop - slept -----	wanted to say: - I thought human beings were brave - I am full, don't ----- - I love sleeping ----- - I will not attack you	- he was confused to see people run away from him - he was amused by -----

7. You must have heard the oft-quoted proverb, '*Don't try the patience of a calm man*' or '*Beware the wrath of a patient man*'. This means that there is a limit to one's patience. If someone provokes a calm, cool and patient man beyond his limits, even he will retaliate in anger. The tiger in this story was calm and harmless.

Under what circumstances could he have become dangerous? Think of at least three such situations. One situation has been done as an example.

Example: if the crowds, instead of hiding, had started throwing stones at him

-
-

- c.
- d.
- e.

**ANSWERS****6.2.1 PART 1****INTEXT QUESTIONS 6.1**

1.
 - a. The above conversation took place outside the Headmaster's room.
 - b. The teachers who had gathered outside the Headmaster's room were the 'they' being referred to in the conversation.
 - c. They were talking to the tiger's Master.
 - d. They felt that a tiger was a ferocious animal and could attack the Master. They could not imagine him facing a tiger without any weapon for self defence.
 - e. The tiger had woken up. If he was kept locked for too long he could get irritated. It was not good to try an animal's patience. He could become dangerous and harm the Headmaster.
2. The tiger was in the Headmaster's room all this time.
3. Seeing that the tiger had woken up, put his legs on the table, stretched himself and given out a growl made the Headmaster more nervous.
4. He wanted to assure the Headmaster that he was not going to harm him.
5. The people outside did not allow the Master to go in because he was planning to go without any arms for self protection. They feared the tiger could kill him.
6. b.
7. The Master's statement that he knew how to tame a tiger and that after all it was he who was risking his life, confused the Chairman of the Tiger Committee.

He wondered how a sensible person could risk his life.
8. 'd'

LET US LEARN NEW WORDS 6.1

	A	B	C
	word	meaning	antonym
1.	C O W E R	to crouch in fear	invisible/hidden (6)
2.	A S S U R E	to make sure, convince	brave (4)
3.	P A N I C	sudden and unreasonable fear	relevant (7)
4.	T I M I D	easily frightened	to be undecided (5)
5.	D E T E R M I N E D	to be firm in one's decision	to remain calm (3)
6.	V I S I B L E	capable of being seen	to act bravely (1)
7.	I R R E L E V A N T	not important	to be unsure (2)

6.2.2 PART 2

INTEXT QUESTIONS 6.2

- The tiger's Master is the speaker in the above line.
 - He is talking to the Magistrate.
 - He asks for a piece of paper so that he can write the affidavit which he has been asked to write.
- He was unhappy to write the affidavit because he was sure he could bring out the tiger without causing any harm to anyone. He wrote it because no one believed him.
- He wrote the affidavit in Sanskrit. He did so because Sanskrit is the language of the Gods and of our scriptures. It is also considered the mother of all languages. He wanted to prove to the learned teachers and Magistrate how hollow their own learning was. Despite their high qualifications and degrees they could not read and understand the language which was the mother of many languages. If they could not understand a human language, how could they understand a tiger's nature.
- The Magistrate was not happy to see the affidavit because it was written in Sanskrit which he could not read. So, he was unable to make out what was written in it. He finally accepted it because Sanskrit is one of the official languages of India and being a Government officer he could not have refused it .
- Option d. Don't look at human beings if you want peace of mind.

LET US LEARN NEW WORDS 6.2

- exercising unnecessary authority
 - absolved
 - growled
 - blustered
 - peace of mind
 - stretched

- | | |
|--|--|
| <p>2. Across</p> <p>3. the front legs of an animal - forelegs</p> <p>4. moving back in fear - cowering</p> <p>5. made a low sound in the throat to anger - growled</p> <p>6. a designation given as a mark of respect/ honour, without payment - honorary</p> <p>8. a written statement /legal document - affidavit</p> <p>3. a. BLUSH
b. GRIN
c. SHIVER
d. FROWN
e. SHRUG</p> <p>4. a. The lion <u>roared</u> at the hunter.
b. The owl was heard <u>hooting</u> in the night.
c. The boy fell down in fear when the horse <u>neighed</u> suddenly.
d. The dog <u>barked</u> at the stranger.
e. The wolves <u>howled</u> in the jungle.
f. The <u>chirping</u> of birds wakes us up in the morning.
g. Frogs <u>croak</u> on rainy days.</p> | <p>Down</p> <p>1. confused - bewildered</p> <p>2. To say something with confidence in order to remove doubt - assure</p> <p>7. A person who sees something and show makes a statement about it in court - witness</p> <p>9. A room just below the roof, usually used for storing things - attic</p> |
|--|--|

6.3 LET US LEARN GRAMMAR

A. Prefixes

irregular	dishonestly	unacceptable	hypertension
unavailable	irreversible	unanswerable	interschool
disinterest			

B. Direct Speech and Indirect Speech

- The Magistrate ordered him not to enter the room.
- The Master asked why he was being prevented from going near the tiger.
- The Chairman asked what he had written there.
- The Master assured the people that he could tame the tiger.
- The Master told the tiger not to look at them.

C. Contractions

- a. I can't solve these problems.
- b. *I'm* not going for the picnic with my friends.
- c. *Don't* touch electric gadgets and appliances with wet hands.
- d. *Can't* I buy one more ice cream?
- e. The thief was eventually caught, *wasn't* he?
- f. *You're* not to be blamed.
- g. *They're* going to Manali during the summer holidays.
- h. *We're* going to have lots of fun at the party.
- i. *She's* busy completing her homework.

6.4 LET US WRITE

Individual responses

Suggested response:

Letter from the Principal to the Secretary, Parents' Association of Malgudi Public School

The Secretary

30.10.2010

Parents' Association of Malgudi Public School

Sir,

I am in receipt of your letter dated 27.10.2010 in which you have expressed your concern about the safety of students in school.

The school has adequate security measures and incidents like a tiger straying onto the campus do not happen often. We are fortunate indeed that no untoward incident happened when the tiger was in the campus. Such incidents are rare, but we shall not take the matter lightly. The School Management is equally concerned and has ordered the immediate raising of the school's boundary walls. CCTV's are also being ordered for placement on the campus.

I have written a letter to the local authorities highlighting the seriousness of this matter. I have requested them not to give permission to any organisation to run entertainment shows involving animals as it is not only dangerous but also unethical. I have also forwarded a copy of your letter for their information.

I am sure that with the cooperation of all those concerned, we will be able to ensure better security for our children.

Thanking you,

Yours sincerely,

Principal

Malgudi Public School

LET US DO 6.3

Individual responses

TERMINAL QUESTIONS

1. After some time the tiger woke up from his sleep. He kept his legs on the table, stretched himself and gave out a soft growl. The Headmaster who was sitting crouched in the attic became more nervous. Meanwhile, outside the room there was a commotion. The Magistrate too had arrived. He stopped the Master from entering the room. When the Master told him that he could tame a tiger and that it was his life which was being put to risk, the Magistrate asked him to sign an affidavit that he would hold no one responsible in case something happened to him.
2.
 - a. False (The tiger had entered a school.)
 - b. False (The tiger sat on the floor in front of the table. The Headmaster was scared of the tiger.)
 - c. True (The tiger had come out on the street on his own.)
 - d. False (He had a lot of difficulty in entering the room because the teachers and the Magistrate would not allow him to go in without a weapon.)
 - e. True (He asked him to write an affidavit saying that he alone would be responsible for the outcome.)
 - f. False (He wrote in Sanskrit.)
 - g. False (He did not try to scare the tiger. He climbed up into the attic to save himself.)
 - h. False (He did not allow the Master to enter the room till he had signed the affidavit.)
 - i. True (The Master was well versed in Sanskrit.)
 - j. False (He did not give him any punishment.)
3. The Magistrate did not insist on asking the Master to write the affidavit in English because:
 - a. Sanskrit is not only the language of the scriptures but also one of the official languages of India. Being a government employee holding a responsible post, he could not show disrespect to the law of the country.
 - b. He felt that if he confessed his ignorance, he would be laughed at.
4. Individual responses.

Write about any part of the story you found funny. Give reasons for your choice.

5. Individual responses.

Suggested response: The Magistrate was right in not allowing the Master to enter the room without any protection because he was holding a position of responsibility. It was his duty to ensure the safety of people.

6.

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	<i>ran helter-skelter; hid in cupboards and drains</i>	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	they were frightened
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	- locked the children in a safe place <i>locked the Headmaster's room</i> - waited for someone with authority to take the tiger safely out of the room - did not allow the Master to go in	- used harsh words like brute and beast for the tiger - called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was	- they were scared but wished to remain alert - they wanted to ensure everybody's safety - they wanted to take charge of the situation
e.	<i>The Magistrate</i>	<i>gave orders</i> <i>asked the Master to write an affidavit</i>	- he ordered the master not to open or enter the room - You will have to sign the affidavit absolving us of all responsibilities	- he was duty bound to provide safety to the people - he had to use his authority
f.	<i>The parents</i>	nothing	nothing	<i>they were shocked to hear the news</i> - they were concerned about the security of their children
g.	The Master	<i>followed the tiger to school</i> - wanted to enter the Headmaster's office to bring the tiger out	- Don't call him a brute or a beast - Do you know <i>who you are?</i> - No one is going out of the school. - You will see the tiger come out with me and walk off with me. - I can tame <i>a tiger</i>.	- he understood the tiger well - he was sure the tiger was not going to <i>harm anyone</i> - he was hurt to hear <i>the remarks of the teachers</i> - he did not like the idea of giving an affidavit
h.	The tiger	- went out for a simple stroll - sat at the coffee shop <i>slept in the headmaster's room</i>	- wanted to say: - I thought human beings were brave - I am full, don't <i>be afraid</i> - I love sleeping <i>on the cool floor</i> - I will not attack you	- he was confused to see people run away from him - he was amused by <i>what he saw</i>

7. Individual responses.

Suggested responses:

- a. if the crowds, instead of hiding, had started throwing stones at him
- b. if he was kept hungry for a long time
- c. if his Master had started caning him in anger
- d. if the children had teased him
- e. if any attempt had been made to tie up the tiger's limbs

Notes

visibly: as could be
seen easily, obviously,
clearly

confused: mixed up

bewildered: unable to
understand

affidavit: written
statement, a legal
document

absolving: freeing from
blame, declaiming that
they were not
responsible for his life
or death

briefcase: bag, small
suitcase for papers

magistracy:
magistrate's position

uncalled for: not
wanted, not required

irrelevant: not
important or of
significance

exercising: applying

authority: power to
enforce obedience

document: written
record of events

scriptures: holy or
sacred writings

ado: fuss, trouble

bluster: angry or empty
threats

stretch: span of time

cowering: shrinking
back in fear

stretched myself: put
out my arms and legs

roared: made a loud
sound

trembled: shook with
fear

assure: convince

protection: something
which keeps you safe

honorary: given as an
honour, generally a
position without a
salary

notice: information,
warning

approach: go near

THE SHOESHINE

There are many educated young people who very often have to wait for sometime before they get jobs of their liking. Is there anything they could do in this period.

Suppose you are one of such unemployed persons, what kind of a job would prefer to take up?

Tick (✓) your choice

- shoeshine
- labour
- a rickshaw puller
- a newspaper vendor
- a door-to-door salesperson
- anything else

Let us read the story to find out what an educated unemployed young man chose to do in such a trying situation.



OBJECTIVES

After completing this lesson you will be able to

- explain the theme of the story;
- infer that no work is below one's dignity;

- correlate the role of cooperation, team work and interdependence to success;
- recognise a positive attitude and creative thinking as characteristics of a successful person;
- develop the quality of taking initiative and adapting to the unforeseen situations;
- suggest an appropriate path after considering different consequences; suggest why ego hassles and status consciousness would not lead to success and happiness;
- discuss the role of communication as an effective tool to convince others;
- discriminate between a subordinate clause and a principal clause, and identify their functions, and
- enrich vocabulary.



7.1 LET US READ THE TEXT

(Imagine you are a college student and have come to a big city like Delhi. You cannot get a job and have got only about five rupee note in your hand. What would you like to do? Read what Sasthi Brata, a well-known writer, did in a similar situation.)

I was standing outside the Tea House in Connaught Circus, idly watching the traffic. I wondered if I could afford a cup of coffee and a plate of potato chips, when a shoeshine walked up and put down his box in front of me. “Cream and polish sir?” he asked.

“Your shoes do need a polish, sir”, the boy persisted.

“Yes I know,” I said, smiling, “but I can’t afford it.”

“Can’t afford it?” the shoeshine replied joining me with a smile. ‘Only four annas, sir.’

“I haven’t got four annas for a shoe polish”, I said walking away. But there was a puzzled and hurt expression on his face, as if I was making fun of him, “You see, I am looking for a job.”

The boy picked up his box and started walking with me. “Can’t get a job with dirty shoes like that, sir. The boss sahibs won’t like it.”

“The boss sahibs don’t seem to like me in any case”, I answered beginning to get



Fig. 7.1

irritated. “Polished shoes won’t make things any better.” I wanted to get rid of the boy, but he persisted in walking with me.

“You don’t live in Delhi”, he said after a while.

“No”, I replied firmly. “I come from Calcutta and I don’t want my shoes polished.”

“I have an uncle who works in Calcutta”, he went on. “Earns a lot of money in the house of a Bengali Babu.”

Instantly the thought seized me. “And how much money do you earn?” I questioned.

“Oh, it all depends. On a bad day about three rupees, on a good day when there are lots of tourists, about five. Sometimes more.”

I did a spot of quick calculation in my mind. The answer sent a shiver through me. The shoeshine earned more than Ram Singh, a clerk in a Government office. Here at last was a solution

“Do you think I could...?” I asked hesitantly.

“What sir?”

“Polish shoes? Like you, I mean?”

“Polish shoes? The boy asked stopping dead. “On the pavement, like me?” I didn’t expect the loud laugh that followed.

It took me a lot of persuading. Shovan Lal, for that was his name, refused to believe that I wasn’t making fun of him. He had to leave school two years before his matriculation, why should I want to do his job when I had been to university? If he could speak English he certainly wouldn’t be polishing other people’s shoes. He would sit in an office and be a sahib himself, earning a regular monthly salary. But he hadn’t been born under a lucky star; his father had died of small pox about three years ago. No, shoe shinning was no job for an educated man like myself. What would my friends say?

I explained that I had no friends in Delhi, that I had left home without sitting through my exams. And most important, that even if I did apply for a clerk’s job, I would be earning less than him.



Fig. 7.2

“But think of the status of working in an office with an electric fan over your head” Shovan Lal argued.

“There is that, I suppose, I replied smiling, “but I have to get a job straightaway.”

“Well” my friend said, reluctantly giving in, “if you really want to.I mean I don’t know how the others will take it. There is a Shoeshines’ Union, you know. And Connaught Circus is a profitable place. If there’s an extra shoeshine, it means that everyone else earns a little bit less.”

I hadn’t thought of it like that and Shovan Lal has opened up a whole new world for me. For the moment I lost the feeling of hopelessness and despair which had possessed me ever since I arrived in Delhi. To work as a shoeshine became the most important goal in my life.

“But if I can persuade the others”, Shovan Lal said, breaking into my thoughts, “You will need to get all the stuff. A box like this one, brushes, cream and polish and some rags”.

“Yes, of course,” I replied, drawn back to reality once again, “and how much will all that cost?”

“About ten or twelve rupees, Shovan Lal answered should’nt be much more than that.”

“Really”, I said and started laughing.

“Why, what’s the matter? Don’t you believe me?”

“Of course I believe you. But the simple fact is that I only have five rupees and some loose change.”

This time Shovan Lal was really shocked. His mouth fell open and his eyes shot up in surprise. “You mean, you really mean.?”

“I’m afraid I do,” I replied. “You see, I could never have an electric fan over my head.”

He closed his eyes and his face became thoughtful while he put his hand inside the pockets of his half-pants several times.

“Well,” he said, “we shall have to find a way.” It was nearly six o’clock and we walked a few yards in silence towards the Rivoli Cinema where a show had just ended. Shovan Lal

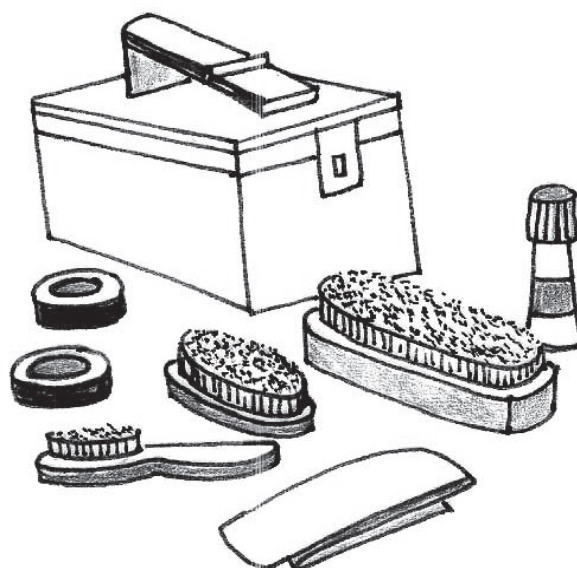


Fig. 7.3

quicken his steps. I must work now. But you come to see me at eleven o'clock after the last show. Then, I shall talk with my friends, and see what they say."

"All right", I nodded, as I watched him walk away.

"And don't worry," he shouted just before he turned the corner, "if they let you work there, we'll find the money somehow,"

I walked along the streets of Delhi. I wondered what the history of my country meant to me. Here was a land where man had achieved greatness on every plane-astronomy, algebra, architecture, even poetry, music and art. Yet in this very city, where seven empires had come and gone, where Akbar and Ashoka ruled, I could not get a job, and a boy like Shovan Lal had not been able to finish his schooling.

By eleven o'clock I had walked eight miles. When I met Shovan Lal, Connaught Circus was nearly deserted.

"Hullo", Shovan Lal said, greeting me in Hindi.

"Hullo", I replied as a few men around him moved aside to let me come to him.

"These are my friends", Shovan Lal added waving his hand over the group.

"What do they have to say about my working with them here in Connaught Circus?"

"Well", Shovan Lal replied, pulling a face.

Just then one of the younger men started speaking very fast in a strange dialect I could not easily follow. This was taken up by an older man and in a few minutes four others joined in. When they stopped talking, Shovan Lal, who had been quiet all this time, translated for me.

The Union was having trouble with the authorities. They had refused to grant a license to the Shoeshines, although hawkers could apply for one. So in effect, polishing shoes on the pavement was illegal, like begging, and one had to depend on the goodwill of the policeman. The head of the Shoeshines' Union knew some English but obviously someone with better knowledge of the language would be of great help. So, though most of group was against letting me in, they had reluctantly agreed to give me a chance provided I helped out with the correspondence.

I literally jumped for joy and gave Shovan Lal a close hug.

"They also say," he added, "that we take a collection for you to buy the box and the rest of the materials. So you can keep the five rupees to buy food and other things till you begin to earn a little. And after a few weeks you can pay back the money for the box."

A toffee tin was passed around and a little over seven rupees was collected that evening.

“We will get more tomorrow,” Shovan Lal said, “when the rest are here. You know there are thirty of us who work in Connaught circus.”

The group dispersed and I went home with Shovan Lal that night.

– *Sasthi Brata*
(an adaptation)



LET US DO 7.1

Contact 10 educated boys and girls and find out what profession will they choose if they are faced with a financial crisis. Provide a list of professions normally chosen by young educated unemployed people.

You may refer to some of the choices of suggested professions as under. However, you are free to change the choice of profession to the ones that are more common in your area—

- a salesperson
- volunteer at an exhibition
- a trainee in an office
- a shoeshine
- any other

Compile the information gathered in the given format. Analyse the information gathered from the target group and draw conclusion. What kind of options do the educated unemployed young people think about.

S. No.	Names	Sex	Qualification	Choice of profession

7.2 LET US UNDERSTAND THE TEXT

7.2.1 PART 1

I was standing outside we'll find money somehow.

Paras 1 to 3 of the story deal with the narrator's meeting Shovan Lal, the Shoeshine boy and realising that he makes more money than a government clerk by polishing shoes.

Both exchange details of their lives and the narrator too wants to take up this job. Shovan Lal promises to help him.



INTEXT QUESTIONS 7.1

Answer these questions in about 30-40 words each:

- i) Why could the youngman not afford to buy even a plate of potato chips and a cup of coffee?
- ii) Why did the youngman refuse to get his shoes polished?
- iii) '*Instantly the thought seized me*'. To what thought does the speaker refer to?
- iv) What does the expression '*he read it*' in this context mean?
- v) Had you been in such a situation - 'no job,' 'no money in the pocket' ! What would have been your reaction?
- vi) How much money did the author have in this pocket? Pick out the words which help you to find the answer
- vii) "There was a puzzled and hurt expression on his face". Why was the shoeshine puzzled and hurt?
- viii) The shoeshine suggested that the author should get his shoes polished. What reason did he give?
- ix) "But if I can persuade the others", Shovan lal said, breaking into my thoughts
 - (i) Who were the 'others'?
 - (ii) What thoughts of the narrator are being hinted?



LET US LEARN NEW WORDS 7.1

1. Find out the difference between unemployment and underemployment.
2. Select suitable phrases from the ones given and complete the following sentences one of them is additional.

make fun of

pull a long face

makes a living

gave another chance

pulled down

- (i) (a) Rani's sister has lost her husband. She _____ by giving music lessons.
- (b) We should not _____ people who stammer.

- (ii) (a) Ahmad had broken a glass vase, when his mother scolded him he _____
- (iii) Amit was strong and healthy. Last month he had influenza. He looks _____ now..

7.2.2 PART 2

I walked along the streets Shovan Lal that night

The narrator wanders on the roads thinking about the City's glorious past and its sad present state. These paragraphs highlight the problems of shoeshine boys. The narrator is accepted into the union because of his knowledge of English. It would come in handy for their correspondence with the authorities. This section highlights the value of interdependence and empathy.



INTEXT QUESTIONS 7.2

Answer the following questions in about 30-40 words each:

- (i) Why did Shovan Lal initially show his reluctance to accept the youngman's proposal?
- (ii) (a) Why was polishing shoes on the pavement treated like begging?
- (b) What trouble was the Shoeshine Union having with the authorities?
- (c) How did Shovan Lal and his friends help the author?
- (iii) What quality of Shovan Lal's character is evident in his efforts?
- (iv) What solutions were offered by Shovan Lal and others to solve the problem?

LET US LEARN NEW WORDS 7.2

Complete the following sentences by using the following phrases appropriately:

had come and gone, letting in, taken up,
reluctantly agreed, jumped with joy, pay back, .

1. When Rita saw her lost puppy in her father's arms she _____.
2. Mother didn't want me to spend the night at my friend's house but when my friend's mother called her and assured her she _____.
3. I am awaiting my results but in the meantime I have _____ a temporary job.

4. My friend lent me some money and I promised to _____ by the next month.
5. The old man was sitting at the same table in the coffee house since morning many people _____ but his son did not show up.
6. The security at the bank has been tightened. They are not _____ anyone without an ID Proof.



7.3 LET US LEARN GRAMMAR

Clauses

1. Read the following sentences

1. Garima told her sister that her classmates were planning to visit the Lotus Temple.
2. My father gave me the book which has been published by NIOS.
3. Gaurav will attend the meeting though he is unwell these days.

Each sentence can be split in two parts such as

- | | | |
|------------|------|--|
| Sentence 1 | (i) | Garima told her sister |
| | (ii) | that her classmates were planning to visit the Lotus Temple. |
| Sentence 2 | (i) | My father gave me the book |
| | (ii) | which has been published by NIOS. |
| Sentence 3 | (i) | Gaurav would attend the meeting |
| | (ii) | though he is unwell these days. |

Each part is called a CLAUSE

Each clause has a subject, verb, and may be with or without an object.

Each clause looks like a sentence. But each clause is not independent.

Each sentence with more than one clause has

- (i) a main (Principal) clause and
 - (ii) a subordinate clause
- One of the clauses, though linked, yet is independent. Such a clause is called Principal or Main clause.

The other clause is a dependent clause (Subordinate)

- It is linked with a subordinate sentence connector (that, which, though)

Each subordinate clause has a function to perform. Subordinate clause functions as a noun clause or an adjective clause or an adverb clause.

Let us analyse each sentence.

- Garima told *her sister*
 - that* her classmates, *were planning to visit the Lotus Temple.*
- My father *gave me a book*
 - which* has been published by NIOS.
- Gaurav will attend the meeting
 - though* he is unwell these days.

Now look at the following table.

S.No	Principal Clause	Connector	Subordinate Clause	Function
1.	Garima told her sister. (Independent though linked)	that	her classmates were planning to visit the Lotus Temple.	Noun clause
2.	My father gave me a book (Independent though linked)	which	(book) has been published by NIOS.	Adjective clause
3.	Gaurav will attend the meeting (Independent though linked)	though	he is unwell these days.	Adverb clause

- Separate the clauses in the given sentences and say whether it is a Principal clause or a subordinate clause.
 - Rajesh informed the visitor that the admission notice has been published in the Hindustan Times dated 8th August.
 - My friend, who was coming from Mumbai, has postponed his visit.
 - Yogesh cannot take the final exam because he is unwell.

No.	Principal Clause	Subordinate Clause	Functions of the clause



7.4 LET US WRITE

Imagine you are the youngman. Write a letter to your brother back in Kolkatta describing your experiences in Delhi.

- i) Based on the text write why the Youngman decided to work as a shoeshine. Use appropriate sentence connectors.
- ii) Shovan Lal wanted the young man not to take up the work of a shoe shine. What arguments did he give to dissuade the young man?



WHAT YOU HAVE LEARNT

The story highlights that positive attitude and the ability to think creatively are steps towards achieving success. It emphasizes that no work is small, and dignity of labour must be respected. Those who earn their living through hard work should be honoured. It also draws our attention towards the fact that everyone is intelligent and if given the opportunity can rise in life.



TERMINAL QUESTIONS

A. Answer the following question in your own words.

1. How did Shovan Lal react to the young man's proposal to start as a shoeshine?
2. Describe the first meeting of the youngman and Shovan Lal, the Shoeshine boy.
3. What objections did the member of the Shoeshine Association have in accepting the youngman as a member? How far do you agree to their objections? Give reason (s).
4. Had you been in place of the young man, what would have been your choice of profession? Give reasons.
5. Do you think the youngman will continue to work as a shoeshine? Give reason for your answer.
6. Shovan Lal, though poor, was large-hearted. Give at least one example in support of your answer.

B. Think and write your answers

1. The narrator 'literally jumped with joy' when he was allowed to become a shoeshine. What does this mean?
2. Did the narrator look down upon the work of a Shoeshine? Give reasons.

3. It is, what kind of people we are-that is more important than the way we earn our living. How is this exemplified in the story.
4. Imagine you are the youngman. Write a page in your diary recording your reaction to the cooperative gesture of the members of the Shoeshine Association.
5. Write how Shovan Lal had convinced the members of the Shoeshine Association about the rationale behind his suggestion to include the youngman as a Shoeshine.
6. Suppose you are the young educated man. Your father has come to know about your new profession and is unhappy at your decision. Write a letter to convince your father that your decision was the best option in these circumstances.
7. Write a paragraph on "PROFESSION OF MY CHOICE".



ANSWERS

7.2.1 PART 1

INTEXT QUESTIONS 7.1

(A)

- (i) He was unemployed and had just five rupees in his pocket.
- (ii) He didn't have sufficient money to pay for a cup of coffee and a plate of potato chips, even though he was hungry. Getting his shoes polished was not important for him.
- (iii) That he should start polishing shoes and work as a shoeshine to earn his livelihood.
- (iv) He should understand what he meant.
- (v) Personal and individual responses.
- (vi) Just five rupees. 'But the simple fact is that I only have five rupees and some loose change'.
- (vii) That an educated man would think of polishing shoes was beyond his imagination. He was hurt at such an idea from an educated man.
- (viii) An unemployed educated man can impress the officer in the office and that might help him to get a job.
- (ix) (i) Other Shoeshine boys working in Connaught Circus.
(ii) To work as a Shoeshine became his goal.

LET US LEARN NEW WORDS 7.1

1. (i) (a) _____ makes her living.
(b) _____ make fun of _____.

- (ii) (a) pulled a long face.
 (iii) he looks pulled down now.

7.2.2 PART 2

INTEXT QUESTIONS 7.2

A.

- (i) He feared his other friends (shoe-shine boys) would not approve of the inclusion of the youngman for possible loss of their earning to some extent as one more shoe-shine would reduce each shoe-shine boy's earning.
- (ii) (a) they (shoeshine boys) didn't have any establishment as other business men had.
 (b) They (authorities) didn't grant recognition to the Shoe-Shine Association. They (Shoeshine boys) were treated as beggars and their profession equivalent to begging.
 (c) They collected money to buy the kit for the youngman to start as Shoe Shine.
- (iii) (a) Cooperative gesture, large heartedness
 (b) empathy.
- (iv) That the youngman will help the members of the Shoeshine Association in their correspondence with the authorities as others were not good at drafting in English.

LET US LEARN NEW WORDS 7.2

1. jumped with joy 2. reluctantly agreed 3. taken up
 4. pay back 5. had come and gone 6. letting in

7.3 LET US LEARN GRAMMAR

S.No	Principal clause	Subordinate clause	Function
(a)	Rajesh informed the visitors	that the admission notice has been published in the Hindusthan Times dated 8 th August.	Noun clause functioning as an object.
(b)	My friend has postponed his visit	who was coming from Mumbai	Adjective clause defines the noun 'friend' in principal clause
(c)	Yogesh cannot take	because he is unwell. the exam	Adverb clause - showing reasons

TERMINAL QUESTIONS**A.**

1. Shovan Lal was shocked, surprised, and hurt and didn't believe that an educated man didn't have money enough to get his shoes polished.
2. Shovan Lal insists on getting the Youngman shoes polished..
 - The young man explains his problem and offers to work as a Shoeshine. It surprises Shovam Lal but he understands the problem involved in the offer.
 - Ultimately they are agreed to accept him as member of the Shoeshine Association on the condition that he would help the Association in undertaking correspondence with the authority.
3. Other members were initially reluctant. Their income would be reduced and thus they will be suffering due to financial loss.
4. Individual responses and varied reasons.
5. Individual responses and varied reasons.
6. Individual responses and varied reason.

B. Think and write answers

1. He was excited at the acceptance.
2. No. offered to be a Shoeshine himself though he was an educated young man.
3. Example of Shovan Lal and his friend's helping the narraotr proves their human values. Attitude to work counts.

8

A BIRTHDAY LETTER

How do you feel when you receive a gift? You all feel happy and loved when you receive a gift from your parents on your birthday. But what if the parents are in another city and send a letter instead? A letter of blessing is more valuable than a gift.



OBJECTIVES

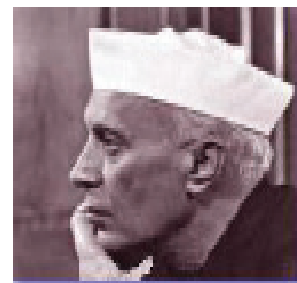
After completing this lesson you will be able to:

- recognise the value of a letter as a powerful means of communication;
- analyse the contributions of our leaders;
- infer the qualities exhibited by these leaders;
- negotiate a difficult situation and communicate effectively;
- identify and write imperative sentences;
- construct 'Wh' questions, and
- write an informal letter.



8.1 LET US READ THE TEXT

In 1930, India was not free. Many of our leaders were imprisoned by the British. While in Naini Prison, Pandit Jawaharlal Nehru wrote this letter to his daughter, Indira on her 13th birthday. Let's find out what he wrote to her.



Central Prison, Naini
October 26, 1930

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can be of the mind and spirit, Things that even the high walls of prison cannot stop.

You know sweetheart, how I dislike sermonising and doling out good advice I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie other wonderful and mysterious worldsnone of us need ever be bored or imaginethat we have learned everything worth learning and become very wise.

..... But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

In history we read of great periods in the life of nations, of great men and women ... do you remember how fascinated you were when you first read the story of Jeanne d'Arc, and how your ambition was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great deeds In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the starving, the poor and the oppressed free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

What part shall we play in it?

If we are to be India's soldiers we have to respect India's honour, and that honour is a sacred trust. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly. and if you do so, my dear you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes.

Your loving father,
Jawaharlal Nehru

8.2 LET US UNDERSTAND THE TEXT

8.2.1 PART 1

In 1930, having a talk.

Do you have friends and family who live far away from where you do? How do you stay in touch with them? How does it feel when you receive letters from them? In this section Pt. Nehru, who is imprisoned in Naini Jail by the British, sends a letter as a gift to his daughter Indira on her birthday. Let's read on to find out what he writes.



INTEXT QUESTIONS 8.1

1. In which jail was Pt. Nehru imprisoned by the British?
2. Why was Pt. Nehru not able to send a gift to his daughter on her birthday?
3. What did Pt. Nehru not like to do?
4. Why did Pt. Nehru dislike lecturing?
5. What suggestions did he give to Indira in his letter to her?

6. Imagine that you want to discuss something very important with your friend. Would you write a letter, email, call up (phone) or discuss it face to face? Give reasons for your answer.



LET US DO 8.1

Meet one person above the age of eighty years and ask him/ her to relate his/her experience or memories during the freedom struggle. Describe his/her experience in about 50-60 words.



LET US LEARN NEW WORDS 8.1

Homophones

Look at the pairs of words given below. Read them aloud.

Notice that they sound similar but are spelt differently.

Break	cheque	dear	fair	heal	right
Brake	check	deer	fare	heel	write

Exercise 1

Write words to complete the similar-sounding pairs.

1. lose _____
2. peace _____
3. week _____
4. waste _____
5. cast _____

Exercise 2

Choose the correct word from each pair in Exercise 1 and complete the following sentences.

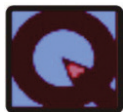
1. a. Do not _____ your time.
b. This pair of jeans is tight at the _____.
2. a. The people were eager to _____ their vote.
b. We should not discriminate on the basis of _____.

3. a. Gandhiji believed in _____ and non-violence.
b. Give me a _____ of cake.
4. a. Please don't _____ my book.
b. Sameer always wears a _____ shirt.
5. a. A _____ has seven days.
b. Rani is _____ in English.

8.2.2 PART 2

In history wein this great drama.

Have you heard of the contribution of the freedom fighters to India's independence? Whose names come to your mind when we speak of the leaders of India's struggle for independence? Is Gandhiji one of them? In this section Pt. Nehru writes to his daughter to tell her how Bapuji motivated the common man to become a part of the struggle for freedom. He speaks about how common men and women also become heroes when they fight for a cause.



INTEXT QUESTIONS 8.2

1. Which two factors make ordinary men heroes?
2. Who according to Nehru has inspired millions of people to fight for freedom?
3. What does the phrase 'great drama' refer to?
4. Who inspires you the most in your life? What are the qualities that he/ she has that you admire the most? Why do you admire this person?



LET US DO 8.2

We all know that India had to struggle very hard in its fight for independence. Many great leaders made a lot of sacrifices. Quite a number of movements were carried out during that time.

Given below is a list of some movements for various causes. Tick the ones that are related to India's freedom struggle.

Namak Andolan

Swadeshi Movement

Chipko Movement

Non-cooperation Movement

Civil Disobedience Movement

Narmada Bachao Andolan

Jail Bhara Movement

Satyagraha

Quit India Movement

**DO YOU KNOW**

A post-independence hero

Captain Saurabh Kalia

- Capt. Saurabh Kalia of 4 Jat Regiment of the Indian Army sacrificed his life for the nation.
- He was the first officer to detect and inform about Pakistani intrusion in Kargil area while patrolling in early May, 1999.
- Capt. Kalia and his patrol were captured alive on 15th May, 1999 from the Indian side of the Line of Control (LOC).
- His parents, army and nation are proud of his patriotism, determination and valour.

**8.2.3 PART 3**

What part shall we play in it?.....Your loving father, (Jawaharlal Nehru)

How do you decide what is right and what is wrong? While doing something, do you feel that there are times when you need to hide from your elders? Does the fear of being caught tell you that you are wrong? In this section, Pt. Nehru tells Indira about the importance of understanding and doing what is right just like Gandhiji. He tells her that fighting for freedom was the right thing to do and that she should not fear being a part of the movement.

**INTEXT QUESTIONS 8.3**

1. What soldier-like qualities does Pt. Nehru want Indira to develop?
2. Why do people hide things?
3. Under whose leadership did the freedom movement take place?
4. During the freedom movement, what did Gandhiji focus on? Answer with reference to the text.

5. Under Gandhiji's leadership India became free of oppression. But oppression continues in different ways even after independence. For example, you must have heard or seen children below 14 years of age being employed in hazardous (risky/ unsafe) jobs like making crackers, hand-knotted carpets, etc? The government has introduced laws to protect the rights of children. What do you feel about it? Suggest three things that you can do to protect the rights of these children?

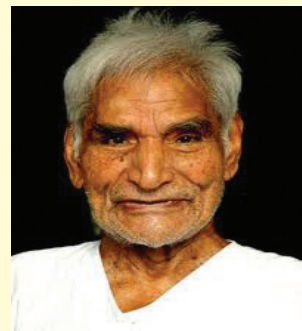
**DO YOU KNOW**

A post-independence Gandhian leader

Murlidhar Devidas Amte, popularly known as

Baba Amte

(December 26, 1914 – February 9, 2008)



- was a Gandhian, a social worker and a social activist
- served as a defense lawyer for leaders of the Indian freedom movement
- worked for the rehabilitation and empowerment of people suffering from leprosy
- devoted his life to many other social causes such as generating public awareness of the importance of ecological balance, wildlife preservation, and the Narmada Bachao Andolan
- was awarded the Padma Shree in 1997, Padma Vibhushan in 1986 and Gandhi Peace Prize in 1999.
- was awarded the Dr. Ambedkar International Award for Social Change, 1999, 'in recognition of outstanding work done in pursuing the cause of the exploited and the underprivileged, reconciling differences among conflicting social groups and contributing significantly to social change'.

**LET US DO 8.3**

In the above **DO YOU KNOW** box you read about **Baba Amte**. Using the given information write a paragraph about him.



8.3 LET US LEARN GRAMMAR

A. Constructing 'Wh' Questions

In this lesson every section contains a question beginning with a 'Wh' question word.

What present can I send you from Naini Prison?

What am I to do then?

What part shall we play in it?

There are nine 'Wh' question words.

when	what	where	why	who
whom	whose	which	how	

Exercise 1

- a. Complete the following conversation between three people by supplying suitable 'wh' question words from the above given list.

Abhimanyu: _____ are you going Vivek?

Vivek : I am going to the doctor.

Anirudh : _____ are you going to see a doctor?

Vivek : I've got a terrible stomach ache.

Abhimanyu : _____ doctor will you go to, Dr. Solanki or Dr. Gupta?

Anirudh : You should go to Dr. Solanki.

Abhimanyu: But _____ are his timings to see the patients and _____ will you go there Vivek?

Vivek : I don't know the timings. I will call up and check. I think I will take a cab.

- b. Read the above conversation and write another conversation with 'Wh' words.

Exercise 2

Frame at least 6 'Wh' questions from the table given below using one word/phrase from each column

Question word	Helping verb	Subject	Verb	Complement
What	does	you	like	to drink?
When	did	he	go	me?
Why	do	you	disturb	shopping?
Where	will	she	meet	to select?
How	did	I	spend	your holidays?
Whom	do	they	want	Anita?

B. Imperative Sentences

Read the sentences given below.

A	B
Obey your elders.	Don't tell a lie.
Give Devraj his book.	Never fear.
Always go to school.	Don't be afraid of the dark.
Put off the lights.	

The sentences given above are used for giving instructions. They are **Imperative Sentences**. In an imperative sentence, the verb comes before the subject. The sentences in Column B begin with 'Don't' or 'Never' and are called **Negative Imperative Sentences**.

Exercise 1

Match the verbs in Column A with the words in Column B to make Imperative Sentences. Write them in the spaces given below:

A	B
Eat	elders
Love	every day
Respect	healthy food
Follow	regularly
Study	your neighbours and friends
Exercise	traffic rules

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 2

Look at the sentences given below. Rewrite the sentences beginning with a verb to make them imperative sentences.

1. One should never hide the truth.
2. You shouldn't stay out late.
3. One should not play with fire.
4. You should keep your classroom clean.
5. You should not go barefoot outside.
6. One shouldn't eat spicy food.
7. One should go to school regularly.
8. You should read good storybooks.



8.4 LET US WRITE

Informal Letter

Pandit Nehru's letter to Indira was an informal letter. Let's read another example of an informal letter.

This is a letter written by Hitendra, a Major in the Indian army, to his son Udyan. In the letter Major Hitendra tells his son about his experiences and life in Kargil where he is posted.

Jan. 25, 2011

My dear Udyan,

Hope everything is fine at home. I have just reached Kargil on my new posting. At present it is very cold and the temperature is - 20°C. We try to keep ourselves warm by lighting fires and eating a lot of dry fruits. The area is very sensitive because militants can cross over easily. Although the situation is well under control we have to be vigilant all the time. Infiltrators enter our country with ease in the guise of shepherds because of the dense trees and frozen rivers. Every movement has to be monitored with alertness.

Take care of yourself and look after your grandparents and mother and keep writing to me.

Yours lovingly
Dad

Exercise

Now imagine you are Udyan. Write a letter to your father giving him news about yourself and your family, and about what is happening in your life. Use the format given below

Date _____

Dear _____,



WHAT YOU HAVE LEARNT

In this lesson, Pt. Nehru sends Indira a letter as a birthday present since he was unable to send her a gift as he was in jail. Though presents are appreciated; letters can also be equally cherished as a gift. We have learnt that it is important to do things without fear and recognise right from wrong. When faced with problems we can resolve them by discussing them with near and dear ones. Letters can also be used to convey our feelings when we cannot discuss things face to face. You have also learnt to value the contribution of our

leaders to the fight for freedom. We have also learnt the value of the qualities exhibited by these leaders.



TERMINAL QUESTIONS

1. According to Pt. Nehru, how does a great leader help?
2. What does Pt. Nehru mean by 'make friends with the sun and work in the light'? Answer in about 50 words.
3. Imagine that you had a discussion with your parents about your career plans. Write in about 50 words what was discussed, what advice your parents gave you and how you felt.



ANSWERS

8.2.1 PART 1

INTEXT QUESTIONS 8.1

1. Pt. Nehru was imprisoned in Naini Jail.
2. Pt. Nehru was not able to send a gift to Indira on her birthday because he was imprisoned by the British in Naini Prison.
3. Pt. Nehru did not like to sermonise and give advice.
4. Individual response
Suggested response:
 - one-sided affair that lacks opportunity to talk and discuss.
 - people get bored
 - might not like sermons
5. Nehru suggested that Indira should talk and discuss with others what is right and what is wrong before taking a decision.
6. Individual response. Accept all responses.

LET US LEARN NEW WORDS 8.1

Exercise 1

- | | | |
|----------|----------|---------|
| 1. loose | 2. piece | 3. weak |
| 4. waist | 5. caste | |

Exercise 2

1. a. waste b. waist
2. a. cast b. caste
3. a. peace b. piece
4. a. lose b. loose
5. a. week b. weak

8.2.2 PART 2**INTEXT QUESTIONS 8.2**

1. The two factors that make ordinary men heroes are:
 - a. full faith in a great cause
 - b. love and respect for the nation
2. Mahatma Gandhi inspired millions of people to fight for freedom from the British.
3. The phrase 'great drama' refers to men, women and little children coming out in great numbers to take part in the fight for freedom.
4. Individual responses. Accept all responses.

Probable response: very loving, smart, successful, brave, very helpful, committed to his task of nation building.

8.2.3 PART 3**INTEXT QUESTIONS 8.3**

1. Nehru wants Indira to develop qualities like respect for her country's honour, trust, patriotism, the ability to identify right from wrong and the belief in fighting for her country's freedom.
2. People hide things because they are afraid of what they are doing as they are not sure whether it is wrong or right, and they fear the consequences.
3. The freedom movement took place under the leadership of Mahatma Gandhi
4. Gandhiji focused on truth, courage, fearlessness, openness, hard work, peace, straight forwardness and non-violence.
5. Individual response.

Suggested responses:

- Don't employ children below the age of fourteen at my home or workplace
- Report the cases of child labour to authorities
- Speak and convince such children to go to school

8.3 LET US LEARN GRAMMAR**A. Exercise 1**

- a. Where Why Which what how
- b. Individual responses

Exercise 2

Probable responses

1. What does she like to drink?
2. When did he go for shopping?
3. Why do you disturb me?
4. Where will you meet Anita?
5. How did you spend your holidays?
6. Whom do they want to select?

B. Exercise 1

1. Eat healthy food.
2. Love your neighbours and friends.
3. Respect elders.
4. Follow traffic rules.
5. Study every day/regularly.
6. Exercise regularly/every day.

Exercise 2

1. Never hide the truth.
2. Don't stay out late.
3. Don't play with fire.
4. Keep your classroom clean.
5. Never walk barefoot.
6. Don't eat spicy food.
7. Go to school regularly.
8. Read good storybooks.

TERMINAL QUESTIONS

1. According to Nehru great people inspire others to great actions and noble sacrifices. They lead by example. They make the oppressed feel happy and free.
2. Individual responses. Accept all responses.

Suggested responses:

- work without fear
- be open, not secretive
- hide nothing
- be peaceful
- be straightforward
- be truthful

3. Individual responses. Accept all responses

9

NINE GOLD MEDALS

Sports is not only about winning medals. They are also about learning the values of cooperation, sharing, competing and complementing. In this poem 'Nine Gold Medals', the poet, David Roth has presented the idea of empathy and how human values are as important as the spirit of competition. The poem presents the situation of a race, where the contestants leave aside their desire to win the medal to help a smaller and weaker contestant. They all go hand-in-hand to the finishing line.



OBJECTIVES

After completing this lesson you will be able to:

- state the central idea of the poem;
- state how the players displayed their sensitivity towards one another;
- pick words relevant to certain ideas presented in the poem;
- sum up the incident described in the poem;
- pick lines from the poem where a sound has been repeated;
- pick words from the poem that often go together in pairs;
- give the meanings of the metaphors used in the poem;
- use words that can be used as verbs and nouns in sentences of your own;
- explain the significance of the title of the poem, and
- enjoy reading poetry and say how it is different from prose.

**9.1 LET US READ THE TEXT**

Have you ever taken part in a sports event? Surely you can recall the excitement during such competitions. Do you remember the effort you had put in the preparations? Didn't you want to win the medal? This poem describes a very similar scene here. Read the poem aloud and answer the questions that follow.

NINE GOLD MEDALS

The athletes had come from all over the country
To run for the gold, for the silver and bronze
Many weeks and months of training
All coming down to these games.

The spectators gathered around the old field
To cheer on all the young women and men
The final event of the day was approaching
Excitement grew high to begin.

The blocks were all lined up for those who would use them
The hundred-yard dash and the race to be run
These were nine resolved athletes in back of the starting line
Poised for the sound of the gun.

The signal was given, the pistol exploded
And so did the runners all charging ahead
But the smallest among them, he stumbled and staggered
And fell to the asphalt instead.

He gave out a cry in frustration and anguish
His dreams and his efforts all dashed in the dirt
But as sure as I'm standing here telling this story
The same goes for what next occurred.

The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back to help him
And brought the young boy to his feet.

Then all the nine runners joined hands and continued
 The hundred-yard dash now reduced to a walk
 And a banner above that said (Special Olympics)
 Could not have been more on the mark.

That's how the race ended, with nine gold medals
 They came to the finish line holding hands still
 And a standing ovation and nine beaming faces
 Said more than these words ever will.

- David Roth



DO YOU KNOW

Special Olympics is an international organisation created to help people with intellectual disabilities develop self-confidence, social skills and a sense of personal accomplishment. Among their other activities, Special Olympics conducts the Special Olympics World Games every two years, alternating between Summer and Winter Games. Special Olympics offers children and adults with intellectual disabilities year-round training and competition in 30 Olympic-type summer and winter sports. These games are also held as national events in some countries.

Special Olympics International was founded by Mrs Eunice Shriver, sister of (late) President John F Kennedy of USA.

Special Olympics Bharat, the National Programme, based in Delhi, is accredited by Special Olympics International. It is recognised by the Government of India, Ministry of Youth Affairs & Sports as a National Sports Federation for development of sports for the mentally disabled.



Logo for Special Olympics

9.2 LET US UNDERSTAND THE TEXT**9.2.1 PART 1 (Stanzas 1 and 2)**

The athletes had.....high to begin

Let us find out what happens in the poem. The brief explanation below would help you understand the poem better.

You must have heard the term ‘Olympics’. Well, Olympics are held once every four years. Athletes from all over the world train hard to participate in this event. Winning a medal in the Olympics is the ultimate goal of every athlete of the world. However, the setting or the scene of this poem is that of ‘Special Olympics’. Have you ever heard of the term ‘Special Olympics’? In these Olympics, differently-abled persons, who have some problem/s in a particular part of the body, participate in various sports events. The contestants put in a lot of preparation and practice. Everyone hopes to win a medal. The spectators are as excited as the contestants. They cheer and encourage the contestants. These two stanzas help to create the setting of the poem.

**INTEXT QUESTIONS 9.1**

1. Complete the statement using the correct alternative.
The event which is being described in the poem is the _____ event of the day.
a. first b. last c. second
2. Find words that are opposite in meaning to each other from stanza 2.
3. Answer the following questions in a sentence each.
 - a. What do the words ‘gold’, ‘silver’ and ‘bronze’ stand for in the poem?
 - b. Were the contestants well prepared for the event? Pick the line that illustrates this.
4. What efforts, other than training, are required to prepare oneself for a sports event? Hints are given in the picture below.





LET US DO 9.1

When a person does very well in a field of study, sports, art or work, he or she is given a prize. Mention the different kinds of things that are given away as prizes.

Do you think prizes are important? Why? Discuss with your friends. Write a brief report of your discussion (150 words).



9.2.2 PART 2 (Stanza 3, 4 and 5)

The blockswhat next occurred

Now let us read the above stanzas and find out what happens next.



Of all the events in Olympics, the hundred-metre race is the most prestigious. The athlete, who wins it, is remembered as the fastest man in the world. So, for Special Olympics mentioned in the poem this is the final event, hence the most prestigious. The hundred-yard race is about to begin. The athletes take position at the starting blocks. They begin to run immediately after the starting pistol is fired. However, one of them is unable to run and falls on the track. The action has begun and already one episode has taken place. Notice how eight



contestants are strong and run forward, while the ninth, who is the smallest, falls down. He cries out with the pain of disappointment. He has trained

hard but does not get the opportunity to show his talent. All his dreams of winning the medal are broken and destroyed. Let us see what happens next.



INTEXT QUESTIONS 9.2

- Read the statements given below and write T for true or F for false.
 - The hundred-yard dash was a long jump event.
 - The athletes were a little nervous.
 - The athletes ran before the signal was given.
 - One of the athletes could not run.
- The word 'exploded' is used for the firing of the pistol. What does the phrase 'so did the runners' in line 2 of stanza 4 mean?
- How were the dreams of one of the contestants 'dashed in the dirt'?
- Notice how the words 'stumbled and staggered' in line 3 of stanza 4 go together. Find a similar pair of words in stanza 5.
- Complete the following statement using the correct option from those given below.
The line 'the same goes for what next occurred' creates
 - understanding
 - confusion
 - suspense
- Suppose you were the contestant who fell down at the beginning of the race. What would you have done? Discuss with your friends and write in a few sentences.



LET US DO 9.2

- Find out for which positions the bronze, silver and gold medals are awarded in the Olympics.
Name any two Indians who have participated in the Olympics.
- Have you or anyone you know faced a major disappointment? How did you/he/she deal with it? Discuss using the following key questions:
 - What was the event?
 - What had happened?
 - How did I/he/she feel?



- What did I/he/she do?
- Was my/his/her behaviour appropriate?
- Could I/he/she have done something better in that situation?

9.2.3 PART 3 (Stanzas 6, 7 and 8)

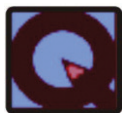
The eight other..... words ever will.

Something unexpected happened at the beginning of the race. Now let us see how many contestants finally ran the race. The explanation below might be of help to you.

When the remaining eight contestants saw him fall, they, instead of continuing the race, came to the help of their fellow contestant. All the athletes had dreamt of winning the medal. However, they readily forgot their dream and came forward to help the boy to his feet. Then all the nine contestants walked hand-in-hand to the finish line. The audience was so moved by the exemplary behaviour of the contestants that it stood up and clapped. There were now nine winners, instead of one, and each was given a gold medal. All the contestants displayed empathy turning the Special Olympics into a really ‘special’ one. Have you ever heard the word *empathy*? Empathy is the capacity to understand another person’s experience from his point of view. Simply stated, empathy is the ability to ‘put oneself in another’s shoes’. That is exactly what the eight contestants had done. One look at the fallen contestant had forced them to think ‘what would I have felt if I had fallen?’ and they knew exactly what they had to do.

By awarding gold medals to all nine contestants, the authorities honoured their display of empathy, helpful nature and human values.





INTEXT QUESTIONS 9.3

1. Explain the following phrases in a sentence or two.
 - a. pulled up on their heels
 - b. brought the young boy to his feet
2. Explain in your own words the meaning of the line 'the hundred-yard dash now reduced to a walk'.
3. How would the nine contestants have felt when they all reached the finish line together? Which words indicate this? Do you think they were happy because they had won the gold medal? Why?
4. How did the spectators react to this gesture of the eight contestants?



LET US DO 9.3

Your friend, Muniya has lost her English notes just before the examination. She is afraid that she will now fail the examination. She is not able to concentrate on studying and ends up crying every time she is reminded of her loss. What are the different ways in which you could help her?

Key words: Listening, empathising, boosting confidence, counselling, sharing

9.3 APPRECIATION

Alliteration

1. In a line in stanza 4, the consonant sound /s/ has been repeated in order to bring about a musical effect.

But the smallest among them, he stumbled and staggered.

This repetition of the same sound is called alliteration.

Here the sound /s/ has been repeated. Find another such line from stanza 5.

2. No specific rhyme scheme has been followed in the poem. Yet the poem has a rhythm of its own. Read it aloud to feel the rhythm. Here are a few examples.
 - a. And a banner above that said 'Special Olympics'

Could not have been more on the mark.

(stanza 7)

- b. And a standing ovation and nine beaming faces

Said more than these words ever will.

(stanza 8)

3. Poetry says a lot in a few words. Here too, the poet has used the technique of not expressing directly and encouraging the readers to infer meanings on their own.



WHAT YOU HAVE LEARNT

In order to enhance the quality of our life we need to develop empathy. Empathy is the ability to understand and accept others who are different from us. It helps us to appreciate what the other person is going through and to offer emotional support at the time of need. Empathy works wonders when applied to relationships – our family, our friends or colleagues. It encourages positive behaviour towards people who are in need. Not only does empathy help us to resolve conflicts but it also enables us to find solutions to problems. In the process we end up making decisions to benefit us without hurting others. The poem also shows that empathetic behaviour is applauded by all.



TERMINAL QUESTIONS

1. Complete the statements using the correct option from those given.
 - (i) The poem describes a
 - a. school Sports Day with participants from different schools
 - b. national sports event for women
 - c. national sports event for the differently-abled
 - (ii) The contestants of the race received a standing ovation because
 - a. they are challenged in various ways and not used to sports
 - b. they thought it more important to help than to get a medal
 - c. they don't like competition and don't care about winning
2. Who won the race and how? Explain in about 50 words.
3. Do you think the title of the poem is justified? How?
4. What is the central idea of the poem?
5. Have you ever witnessed any event in 'Special Olympics' in real life or on television? Describe it briefly.

6. Can you think of any other act of selflessness? Describe it.
7. What have you learnt from the poem?
8. Which is the turning point in the poem?



ANSWERS

9.2.1 PART 1

INTEXT QUESTIONS 9.1

1. b. The event which is being described in the poem is the **last** event of the day.
2. Old and young, men and women.
3. a. The words ‘gold’, ‘silver’ and ‘bronze’ stand for medals in the poem.
b. The phrase ‘many weeks and months of training’ tells us that the contestants were well prepared for the event.
4. One must try to eat healthy nutritious food, get enough exercise, have clean living conditions and get adequate rest.

9.2.2 PART 2

INTEXT QUESTIONS 9.2

1. a. False b. False c. False d. True
2. The phrase ‘so did the runners’ means that the runners ran forward immediately.
3. The dreams of one of the contestants were ‘dashed in the dirt’ when he fell on the black tarred road and could not take part in the race. This finished his chances of winning the race—something he had been looking forward to for a long time.
4. The pair of words is ‘frustration and anguish’ in line 1 of stanza 5.
5. The line ‘the same goes for what next occurred’ creates suspense.
6. Possible answers
 - try to stand up and continue the race
 - stand up and put in extra effort to make up for lost time
 - get up and leave the tracks thinking that the race is lost
 - wait for someone to come and help

9.2.3 PART 3**INTEXT QUESTIONS 9.3**

1.
 - a. The phrase ‘pulled up on their heels’ means that the other eight contestants stopped running.
 - b. The phrase ‘brought the young boy to his feet’ means that the other eight contestants helped the boy who had fallen down, to stand up on his feet.
2. The phrase ‘the hundred-yard dash now reduced to a walk’ describes the moment when the other eight contestants help their friend, who had fallen down, to stand up on his feet. Since the boy was unable to run, the others decide not to run either. All nine contestants walk hand-in-hand to the finish line. In other words, the contestants walk the distance of the hundred yards (which was to be run) at the speed of the contestant who had fallen down.
3. The contestants must have felt happy and united when they reached the finish line still ‘holding hands’. The words ‘nine beaming faces’ tell us how happy they were. The contestants get a ‘standing ovation’ which would have made them feel proud of what they had done.

The contestants were happy not simply because they had won the gold medal. They were proud of being a united group who stood by each other, understood each other’s problems and helped each other even at the cost of winning a gold medal. For this group of contestants it was more important to empathise with and help each other than to win an individual prize.

4. The spectators gave a ‘standing ovation’ to the contestants, which means they stood up and clapped and cheered for them. Each of the contestants was rewarded with a gold medal.

TERMINAL QUESTIONS

1.
 - (i) c. The poem describes a national sports event for the differently-abled.
 - (ii) b. The contestants of the race received a standing ovation because they thought it more important to help than to get a medal.
2. All the nine contestants won the race as they all reached the finish line together. One of them had fallen down at the start of the race. Instead of running to get their positions, they turned back and went to his help. Then they completed the race together.

They were given the gold medal because they showed the true spirit of sportsmanship by helping the smallest among them at the risk of losing the race.
3. Yes, ‘Nine Gold Medals’ is an appropriate title as all the nine contestants deserved the medal. The smallest one, for not giving up, and the others for being helpful and caring.

4. The poet wants to convey that sharing and caring are as important as winning and achieving.
5. It is a sports programme for those who are differently-abled. Each one aims to participate and win in whatever he/she can do best.
6. Description of any experience of a person helping another without thinking of one's own interest.
7. There are moments in our life when we keep our own interests aside and help our friends who may be in a difficult situation. The value of cooperation is greater than the spirit of competition.
8. When the pistol was fired, one contestant fell down while the rest ran forward. Normally the race would finish with three of them getting the first, second and the third positions. But something else happened. All of them stopped and turned back to help their fellow-contestant. This was the turning point of the poem.

Notes

spectators: (here)
persons watching esp.
an event or sports
without taking part

block: the two starting
blocks on the ground
that runners push their
feet against at the
beginning of a race

resolved: determined

poised: ready

pistol: (here) a starting
pistol used to signal the
start of a race

stumbled: (here) hit his
foot against something
when he began to run
and almost fell

staggered: lost balance

asphalt: black tarred
road

anguish: pain and
disappointment

dashed: destroyed

standing ovation: (here) the
spectators stood up from
their seats

beaming: very happy

NOISE: HOW IT AFFECTS OUR LIVES

Every morning we wake up to various sounds around us. If we lived in villages we would wake up to sounds like chirping of birds or the mooing of cows. If we lived in towns we would hear the chime of the clock or car horns as we awake. Which of these sounds are pleasant and melodious, and which are unpleasant and harsh? Let us read the lesson and distinguish between the welcome and unwelcome sounds.



OBJECTIVES

After completing this lesson you will be able to:

- discriminate between sound and noise;
- recognise avoidable and unavoidable noise;
- refrain from making avoidable noise;
- create a personal plan to reduce noise pollution;
- identify and use some homophones appropriately;
- define and form compound words;
- form 'wh' and 'yes/no' questions;
- make a verbal complaint;
- make notes, and
- summarise a given text.



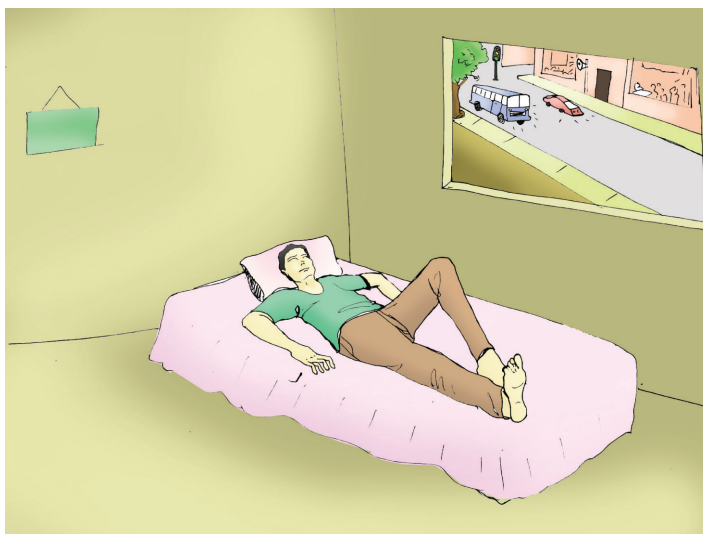
10.1 LET US READ THE TEXT

What is noise? Any unpleasant sound is noise. It's something we don't like. It's something that makes us cover our ears. The wail of a fire engine, a clap of thunder, the screech of a car's tyres when the brakes are put on suddenly.

How much sound is too much? At what level does sound become noise? Well today sound can be measured scientifically. The level of sound is measured in decibels. A decibel meter is used to register sound. Zero decibel is equal to the faintest sound heard by the human ear. A decibel meter in a quiet bedroom may register around 35 decibels. In a classroom during a quiet period it may register around 50 decibels. This level is comfortable on the ears. It is said that most people speak in a range between 45 and 75 decibels.

Noise damages ears at 85 decibels. Hearing loss can begin when the noise level goes above 100 decibels, and actual pain is felt at 140 decibels. Some people, however, may experience pain at a lower level.

Noise pollutes our environment just as much as smoke, foul water, dirty air and litter. It can cause illness and deafness. The human body never gets used to noise. It continues to react even though a person thinks he or she has become used to all the surrounding noises. For instance, Naseer who lived in an apartment on a busy street often boasted that he could sleep through any kind of noise. He claimed he just didn't hear it. Well, Naseer could sleep through the roar of traffic and the blare of a television set in the next apartment, but he didn't know that while he slept his body was reacting to the stress of the noise.



A doctor in West Germany, after studying the effects of noise, concluded that sounds heard by persons when they are asleep can cause danger to their hearts and blood vessels. Maybe this was the reason why Naseer had headaches. Noise causes the blood vessels in the brain to expand. It brings on pain.

Another doctor was researching the effects of loud music by talking to players in a rock band. One of them called out, “Speak up, Doctor, we can’t hear you”.

The doctor discovered that all the players suffered from some hearing loss and two of them were partly deaf. The noise level of the music they played ranged from 105 to 115 decibels and they played for more than eleven hours every week.

It’s the length of time, often hours and hours, of being exposed to loud noises that damages the sensitive part of the inner ear.

What can you do? If you start thinking about the harmful effects of noise, you will become quieter yourself. There are many steps you can take to cut down noise. At school, for instance, instead of slamming books on a desk, place them quietly. Instead of walking noisily through the halls, walk quietly.

At home use one mechanical device at a time. In other words, don’t run the vacuum cleaner and the washing machine at the same time. Turn down stereos, radios, tape recorders, and televisions sets. And don’t turn on more than one at the same time.

Many cities have passed strong anti-noise regulations. Progress is being made towards a quieter world, but if we want to get rid of the rattle, bang, and roar all round us, we have to start being quiet ourselves

10.2 LET US UNDERSTAND THE TEXT

10.2.1 PART 1

What is noise? at a lower level.

Do you know that a loud and unpleasant sound which we don’t enjoy is called ‘noise’? The sound of thunder, fire engines and screeching of tyres are some examples of noise.

The level of sound can be measured scientifically in decibels. Sound is measured with an instrument called decibel meter.

The softest sound that we humans can hear is at Zero decibel. We usually speak in the range of 45-75 decibels which is comfortable to our ears. When we shout or raise our voice we are speaking at a higher decibel that is hurtful to our ears.

At 85 decibels noise becomes harmful. Sound that measures more than 140 decibels can cause great damage.

**LET US TALK 10.1**

Jayant is preparing for his examination. His neighbour's son, Ajay is playing some loud music on his tape recorder. Jayant is not able to concentrate. He walks up to Ajay's house and complains about the loud music.

Read the dialogue given below:

Jayant: Uncle, please ask Ajay to lower the volume of his tape recorder.

Mr. Roy: I know you have your exams but Ajay is practising a dance which he has to perform in his college tomorrow.

Jayant: That is alright, Uncle but I just can't concentrate on my studies. I'm sure he can practise even if the music is softer.

Mr. Roy, I understand your problem, Jayant. I also know this noise is not good for any one of us. I'll try to persuade Ajay not to play the music so loudly.

Jayant: Thanks, Uncle. Bye.

**LET US DO 10.1****Role-play**

Using the above dialogue as a guideline, practise making complaints about the following situations with the help of a friend or build a buddy team and complete the activity.

- a noisy classroom
- the honking of horns near a hospital

**INTEXT QUESTIONS 10.1**

I. Answer the following questions:

1. What is the difference between 'sound' and 'noise'?
2. List out three examples each of sound and noise.
3. What is the unit of measuring sound called?
4. Up to what level is sound tolerable to the human ear?
5. What are the sounds that you find intolerable and why?

II. Say whether the following statements are true or false.

- a. Every sound is noise to human ears.
- b. The sound made by a fire engine is noise.
- c. Noise can be injurious to health.
- d. Noise does not pollute the environment.
- e. Noise below 145 decibels is safe for every human being.

III. Fill in the blanks in the following sentences:

- a. The sound made during normal conversation measures ____ decibels.
- b. Beyond _____ decibels, noise can be painful to the ears.
- c. The screech of a car tyre is very _____ to the ears.
- d. The method of measuring sound is _____.
- e. In order to protect ourselves against _____ it is necessary to keep a check on noise.

LET US LEARN NEW WORDS 10.1

1. Find out some words from the dictionary which have the same meaning as *noise*.
2. Given below are some words/phrases. Write 'noise' or 'sound' against each as the case may be.
 - a. screech of tyres
 - b. soft music
 - c. ticking of a clock
 - d. beating of drums in a marriage procession
 - e. normal speech
 - f. clap of thunder
 - g. sound made by a fire engine
3. There are many words in English that sound the same but are spelt differently. Such words are called 'homophones' (literally meaning same sound). Example: tale, tail, mail, male, meat, meet. Fill in the blanks choosing the right word from the brackets:
 - a. We applied the _____ and the car stopped. (breaks/ brakes)
 - b. Sumeet danced with joy when he _____ that he had got a job. (heard/ herd)
 - c. The window _____ were made of unbreakable glass. (pains/ panes)
 - d. The dog chased the _____ of sheep. (herd/heard)
 - e. Don't keep the glass near the gas, it will _____. (brake/break)

- f. He has a sharp _____ in his knee because of a fall. (pain/pane)
- g. I can't _____ having cats in the house. (bare/bear)
- h. Everyone must have at least the _____ necessities of life. (bare/bear)
- i. I check my _____ every day. (mail/ male)
- j. The peacock is a _____ bird. (mail/male)

**DO YOU KNOW**

- Every exposure to loud noise destroys some cells in our body.
- Noise pollution is a major threat to the quality of human lives.
- The noise made by exploding crackers can cause permanent hearing loss.
- If nothing is done about noise pollution now, a great percentage of future generations will have damaged hearing.
- The Supreme Court passed an order on July 18, 2005 banning noise from all sources at night and restricting noise in all public places during the day.

10.2.2 PART 2

Noise pollutes. every week.

We all understand that air pollution causes breathing problems and water pollution can cause a variety of diseases like typhoid. Noise pollution is also very harmful. Do you know that noise around us affects us even while we sleep? We just don't realize its harmful effects immediately however the problems are felt later.

Research shows us that continuous exposure to noise can cause head aches, heart problems and also hearing loss.

**INTEXT QUESTIONS 10.2**

1. Write three bad effects of noise.
 - a.
 - b.
 - c.

2. Was Naseer aware of the damage the noise caused? How do you know?
3. How did the noise affect Naseer?
4. Why did Naseer often have headaches?
5. What do you think Naseer should do to reduce his headaches?
6. Why do blood vessels in the brain expand?

LET US LEARN NEW WORDS 10.2

1. Find words from the passage which mean the following:
 - a. complete loss of hearing
 - b. risk
 - c. pain in the head
 - d. found
2. Fill in the blanks with appropriate words from the passage.
 - a. One should not _____ about ones riches.
 - b. Our blood vessels shrink in the winter and _____ in the summer.
 - c. After a medical check up the school authorities _____ that most of the children had poor eyesight.
 - d. Whenever I go out in the hot sun I get a _____.



LET US DO 10.2

On any working day, observe your own behaviour from morning till evening. Note how much noise has been caused by you to pollute the environment. Also try to think what noises could have been avoided and list them in the table below. Write down how you plan to reduce noise in your life.

Noise pollution generated by me

Avoidable noise pollution	Unavoidable noise pollution

**DO YOU KNOW****Noise pollution is...**

- health hazard for the sick
- distraction to students
- stress to children
- disturbance to those resting
- discomfort to pets
- disrespect to the community

Creating noise is...

- violation of the Hon'ble Supreme Court's directions
- punishable if loudspeakers are used without Police Permission between 10 p.m. and 6 a.m.
- illegal in silence zones
- punishable under the Environment(Protection) Act, 1986 with imprisonment up to 5 years or a fine of Rs. one lakh or both
- offence under Delhi Police Act - DJ and other equipments liable to be seized.

**LET US DO 10.3**

Observe your neighbourhood and write down one incident that has violated the norms laid down by the government.

10.2.3 PART 3

It's the length of time quiet ourselves

Is there no escape from the bad effect of noise? Let's read this passage and find out.

We should realise the harmful effects of loud noise and think of ways to bring down the noise level. We can observe silence for some time and avoid playing loud music.

**INTEXT QUESTIONS 10.3**

Answer the following:

1. How is the inner ear damaged?

2. What will happen if we ourselves start thinking about the harmful effects of noise?
3. Why does the author advise people not to slam or throw books on a desk but put them down gently.
4. List out the different gadgets you use at home. Which of these makes the most noise? How does its noise affect the members of your household?

**LET US DO 10.4**

Now that we have become aware of the harmful effects of noise pollution, discuss with your friends how you can help reduce it and contribute towards protecting the environment.

1. Make posters and slogans depicting the ban of the following things between 10 pm and 6 am:
 - loudspeakers
 - bursting of crackers
 - beating of drums
 - amplified music

Let's try to form groups of students and go from door to door and create awareness in people

- to observe silence for sometime daily
- to talk softly
- not to shout at each other
- not to provoke animals to wail and cry
- not to play loud music
- not to use too many gadgets at a time
- not to use loud speakers at night
- to switch off the engines of cars or scooters at red lights
- not to honk horns as far as possible
- not to burst crackers even during festivals, functions and ceremonies

LET US LEARN NEW WORDS 10.3

1. Find words from the passage which are opposite in meaning to the following:
 - a. outer

- b. harmless
- c. noisier

II. Compound Words

Look at the following words that occur in the passage:

- vacuum cleaner (vacuum + cleaner)
- washing machine (washing + machine)
- tape-recorder (tape + recorder)
- dishwasher (dish + washer)

These words are formed by combining two words and are called compound words. Compounding is a process of word formation by which usually two (but sometimes more) words are combined to form a new word. These words may be noun+noun, noun+verb, noun+adjective, adjective + noun, adjective + verb etc. etc. Compound words, thus formed, behave as independent words and not merely as combinations of other words. They are listed separately in the dictionary. They lose their independent entity and become part of a new word which functions as a single word even if it is written as two words.

Look at some more compound words.

blacklist, black box, clean-shaven, flowerpot,

In the word *flowerpot* the two words *flower* and *pot* lose their identity and the third word *flowerpot* behaves like any other noun. It can have a plural form and can take an adjective. A red flowerpot is not a pot for growing red flowers but a flowerpot which is red in colour.

Similarly the words *black* and *list* lose their independence and become a new word, meaning a list of the names of people, companies, products that are considered unacceptable and must be avoided.

Blackbox is a small machine in an airplane that records all the details happening during a flight and is useful for finding out the cause of an accident, if any.

Clean- shaven refers to a man who does not have a beard.

In some cases the meaning of the compound word is not very different from the combined meanings of their parts, e.g. washing machine is a machine used for washing and an armchair is a chair which has support for the arms, therefore, it has to do with *arms* as well as *chair*.

However, there are many compound words whose meanings have nothing to do with the meanings of their parts. Their meanings are idiomatic, e.g. blockhead means a foolish person. Hardware stands for tools and equipments used in the home or garden.

Compound words come in three forms

- closed— two parts written without a space between them , e.g. afternoon, pickpocket,
- open — two parts written with a space between them, e.g. fancy dress, mother tongue,

- hyphenated- two parts with a hyphen between them, e.g. man-eater, baby-sitter.
- 2. Form compound words taking one word from column A and one from column B. Look up the dictionary to find out if they are open, closed or hyphenated compound words and write them accordingly.

<u>A</u>	<u>B</u>
a. identity	proof
b. time	cream
c. ice	quake
d. earth	table
e. dry	fearing
f. water	stick
g. High	clean
h. God	card
i. black	court
j. walking	board



10.3 LET US LEARN GRAMMAR

Revision exercise: Yes/No questions

1. In the lesson, 'A Birthday Letter' you have learnt how to form 'Wh' questions. Form questions to which the following may be the answers, based on the underlined phrases.
 - a. A decibel meter is used to register sound.
 - b. A decibel zero sound is equal to the faintest sound heard by the human ear.
 - c. Noise damages ears at 85 decibels.
 - d. Actual pain is felt at 140 decibels.

Besides 'wh' questions we can also form questions beginning with 'Do', 'Is', 'Can' etc. Such questions can be answered only in 'yes' or 'no'. Hence they are called yes/no questions.

Read the following questions and their answers:

Question: Do you know the harmful effects of noise?

Answer: Yes, noise causes hearing loss and many other diseases.

Question: Is there an escape from the bad effects of noise?

Answer: Yes, we can take many steps to cut down noise pollution. and avoid its bad effects.

Question: Can you bake a cake?

Answer: No, I can't.

2. Form questions beginning with 'Do', 'Is' and 'Can' to which the following may be the answers.

a. Answer: Yes, noise can cause a lot of damage.

Question: Do you _____?

b. Answer: No, loud noise is not at all good for health.

Question: Is _____?

c. Answer: Yes, children can help to control noise pollution.

Question: Can _____?



10.4 LET US WRITE

Note making and summarizing are important study skills.

A. Note Making

You should make notes whenever you read or listen to anything important. While listening, you may note important words or phrases.

While reading it is better to make notes in the form of tables, flow charts etc. so that the organization plan of the entire reading passage can be seen at a glance.

Read the first part of the lesson "Noise: How it affects our lives" and fill in the notes in the plan given below:

Title: _____

Definition: _____

Examples: 1) _____

2) _____

3) _____

Measuring unit of sound: _____

Measuring instrument of sound: _____

Effect of Decibel level on ears: Zero _____

35 _____

45 to 75 _____

85 _____

100 _____

140 _____

Read Part 2 and 3 and make notes in the format given above.

B. Summarising

Read the following passage which is a summary of Part 1 of the lesson “Noise: How it affects our lives”

Today sound can be measured scientifically. The level of sound is measured in decibels by a decibel meter. Most people speak in the range of 45 - 75 decibels. This is comfortable on our ears, while a level above 100 decibels causes pain. We must, therefore, be careful about the amount of noise we make or hear.

Make similar summaries of Part 2 and Part 3 of the lesson.



WHAT YOU HAVE LEARNT

In this lesson you have learnt about noise pollution and its effects. Over a period of time, pollution has had its affects on land, water and air. But of late noise pollution has become a big problem. We use loud speakers to celebrate festivals and for functions, blare car horns and burst crackers but do we realize how much harm it causes? We are the ones who create noise so we should do our best to reduce noise and create a better environment. We can help the government and society to create an environment that is noise free by doing away with avoidable noise.



TERMINAL QUESTIONS

1. What happens if somebody is exposed to loud noise for a long period?
2. In what way can school children help reduce noise pollution?
3. Do you know why we cover our ears when there is too much of noise?
4. Can you guess how much the sound of thunder would measure in terms of decibels?

- 

ANSWERS

INTEXT QUESTIONS 10.1

- Suggested responses: sounds of quarrelling, chalk against the black board, car horns because they are annoying, they cause headaches, they hurt my ears, they are loud.

- III a. 45-75 decibels
b. 140
c. unpleasant/jarring
d. scientific
e. hearing loss/deafness

1. Individual responses such as din, hubbub, row, tumult, clamour or other words associated with noise

2. (a) noise (b) sound (c) sound (d) noise
(e) sound (f) noise (g) noise
3. a. brakes b. heard c. panes d. herd
e. break f. pain g. bear h. bare
i. mail j. male

10.2.2 PART 2**INTEXT QUESTIONS 10.2**

1. (a) causes headaches
(b) causes deafness
(c) causes danger to the heart and blood vessels
2. Naseer was not aware of the damage caused by noise; we know this because he always boasted that he could sleep even when there was noise of traffic or television around him.
3. Naseer had frequent headaches.
4. Naseer had headaches because he used to be exposed to noise even when he was sleeping.
5. Individual responses such as he could use ear plugs, request his neighbours to reduce the volume of the television, move to a quieter locality etc
6. Blood vessels in the brain expand when we are exposed to noise.

LET US LEARN NEW WORDS 10.2

- | | | | |
|----------------|-----------|---------------|---------------|
| 1. a. deafness | b. danger | c. headache | d. discovered |
| 2. a. boast | b. expand | c. discovered | d. headache |

Activity

Individual responses.

Given below are some suggestive responses.

Avoidable noises

shouting
honking of horns
speaking very loudly
banging doors
slamming books
exploding crackers

Unavoidable noises

thunder
roar of airplanes
whistle of trains
running of buses
heavy rain and storm

ACTIVITY

Individual responses

Suggested responses: could be description of use of loud speakers beyond 10 pm, blaring of car horns near hospitals etc

10.2.3 PART 3

INTEXT QUESTIONS 10.3

1. When we are exposed to very loud noise.
2. We would stop creating unnecessary noise.
3. Unnecessary noise is generated.
4. Individual responses such as mixers, hair dryers, music systems, televisions etc. The noise irritates the members of the household, can't study, they ask us to switch it off, shut doors to keep out the noise etc

LET US LEARN NEW WORDS 10.3

- | | | |
|---------------------|-----------------|----------------|
| 1. a. inner | b. harmful | c. quieter |
| 2. a. identity card | b. timetable | c. ice cream |
| d. earthquake | e. dry- clean | f. water proof |
| g. High Court | h. God- fearing | i. blackboard |
| j. walking stick | | |

10.3 LET US LEARN GRAMMAR

1. a. Which instrument is used to measure sound?
b. What is a decibel zero sound equal to?
c. What happens if there is noise at 85 decibels?
d. When is actual pain felt?
2. a. Do you think noise can cause any damage?
b. Is loud noise good for health?
c. Can children help to control noise pollution?

10.4 LET US WRITE

A. Note making

Individual responses.

Suggested response:

Title:	NOISE – HOW IT AFFECTS OUR LIVES
Definition:	Any unpleasant noise is sound
Examples:	1) wail of fire engine 2) clap of thunder 3) screech of car tyres
Measuring unit of sound:	decibel
Measuring instrument of sound:	decibel meter
Decibel effect on ears:	
Zero	faintest sound
35	quiet
45 to 75	range for human speech
85	damages ears
100	hearing loss
140	pain in the ears

B. Summarising

Individual responses.

TERMINAL QUESTIONS

1. Hearing loss.

2. Individual responses.

Suggested responses: by walking quietly, talking softly, not burning crackers.

3. It is painful to our ears.

4. Individual responses.

Suggested responses: 100-145 decibels.

5. Individual responses.

6. Not explode any crackers.

Suggested responses: Noises that are intolerable are sound of loud speakers, car horns, crackers. Avoid the use of loud speakers, reduce its volume, and follow regulations regarding silence zones, stop bursting crackers.

Notes

wail: cry in a loud voice, (here) loud noise
screech: make a harsh sound
clap: a loud explosive noise e.g. of thunder
decibel: unit for

measuring the loudness of sound
litter: bits of paper, discarded wrappings, bottles etc left lying in a room or public place
instance: example, facts supporting a general

truth
apartment: set of rooms, flat
blare: loud sound or noise
slamming: shutting or dropping something violently and noisily

device: something invented or adapted for a special purpose
vacuum cleaner: an apparatus which takes up dust and dirt etc and cleans up the place

regulations: rules
rattle: to make a short, sharp, quick sound

MY ELDER BROTHER

Children enjoy listening to stories. Have you ever listened to bedtime stories told by your grandparents or parents? Adults enjoy reading stories. In spite of our busy routine we like to snatch some time to read stories as a pastime.

The short story is one of the most exciting and important literary forms. A short story is brief and often has an unexpected ending. 'My Elder Brother' is a short story about two brothers, how they initially relate to each other, and how a change comes about in their behaviour as the story develops.



OBJECTIVES

After completing this lesson you will be able to:

- analyse the behaviour and attitude of the two characters in the story;
- explain the interpersonal relationships between siblings;
- recognise the importance of forgiveness in relationships and inculcate it in daily behaviour;
- identify noun clauses and define their functions, and
- record significant experiences in a diary or a learning journal.



11.1 LET US READ THE TEXT

I was only a year and some months younger than Valodya; we grew up, studied and played together. No distinction of elder and younger was made between us. But just about

the time I am speaking of I began to realize that I was no companion for him, either in age, in interests or in ability. It even seemed to me that Valodya himself was aware of his superiority and was proud of it. This idea (it may have been a wrong one) was inspired by my vanity which suffered every time I came in contact with him. He was better than me in everything; at lessons, in arguments and in manners, and all this took me farther from him and caused me moral anguish which I could not understand. When Valodya was given a tucked linen shirt for the first time I was unhappy for not having a shirt like that. I am sure I would have felt happier if I was convinced that every time he arranged his collar it was not done to annoy me.

What tormented me most was that it sometimes seemed to me Valodya understood what was going on inside me but tried to hide it. But perhaps my sensitiveness and tendency to analyse deceived me in this case. It may be Valodya did not feel at all as I did. He was impulsive and his enthusiasm in different hobbies did not last long.

He would suddenly develop a passion for pictures, himself take up painting, spend all his money buying them and beg them of his drawing-master, of papa and of grandmamma. Then it would be a craze for curios to decorate his table, collecting them from every room in the house, or a mania for novels which he obtained on the sly and read all day and night. I could not help being impressed by his hobbies but I was too proud to imitate him and too young and not independent enough to choose a hobby for myself. But there was nothing I envied so much as Valodya's happy large heartedness which showed itself most strikingly when we quarreled. I always felt that he was behaving well but I could not do likewise.



Fig. 11.1

Once when his passion of ornaments was at its height, I went up to his table and accidentally broke an empty bright-coloured little scent bottle.

“Who asked you to touch my things?” demanded Valodya coming into the room and

seeing how I had upset the symmetry of the different treasures on his table. “And where is the scent bottle? You must have

“I knocked it over by accident and it broke. What does it matter?”

“Do me the favour-never dare touch my things again”, he said, putting the pieces of broken flask together and looking at them sorrowfully.

“And you please don’t issue orders” I retorted, “that’s all.”

And I smiled, though I did not feel in the least like smiling.

“Yes, its nothing to you but it does matter to me,” pursued Valodya, jerking his shoulder, a gesture he had inherited from papa. “He goes and breaks it and then laughs, the nasty little brat!”

“I am a little brat; and you’re big but you’re stupid.”

“I am not going to quarrel with you,” said Valodya, giving me a slight push, “go away.”

“Don’t push!”

“Get away!”

“Don’t push, I tell you!”

Valodya took my word and tried to drag me away from the table; but I was beside myself by now; I got hold of the leg of the table and tipped it over. “There now!” And all his china and glass ornaments crashed to the floor.

“You disgusting little boy!” cried Valodya, trying to save some of his falling treasures.

“Well, now it is all over between us,” I thought as I left the room,

“we have quarreled for good.”

As soon as afternoon lessons were over I left the room. I was too scared, uncomfortable and ashamed to be alone with my brother. After our history lesson in the evening I took my exercise books and started towards the door. As I passed Valodya, though I wanted to go up to him and make friends I scowled and put on an angry expression. At that moment Valodya raised his head and, with a meaningful smile, looked me full in the face. Our eyes met and I knew that he understood me; but some irresistible feeling made me turn away.

“Nicky!” he said in a most natural voice without a scrap of pathos.

“Don’t be cross any more. Forgive me if I offended you.” And he held out his hand.



Fig.11.2

Something that came higher and higher seemed to be pressing my chest and stopping my breath but this only lasted a second; tears came to my eyes and I felt better.

“Forgive ... m-me, Val-dya,” I stammered, squeezing his hand. Valodya looked at me as if he could not make out at all why there should be tears in my eyes.

– Leo Tolstoy

(Excerpts from his autobiographical novel ‘Boyhood’ originally written in Russian, translation by C.J. Haqar)

11.2 LET US UNDERSTAND THE TEXT

11.2.1 PART 1

I was only a yearcould not do likewise.

In life we share relationships of varying intensities with different people both within and outside our family; we have the closest relationship with our family. This story is about two brothers, the narrator Nicky and his elder brother, Valodya. Initially they get along quite well studying and playing together. As they grow up, Nicky starts feeling that Valodya is proud because he believes he is better. Nicky feels quite hurt and thinks that Valodya does not understand his feelings. He resents Valodya’s ability to have different hobbies which he is unable to imitate.



INTEXT QUESTIONS 11.1

Answer the following questions.

A.1. The two brothers were not much different in age or built. But the younger brother says, “I was no companion for him.”

Give two reasons why Nicky felt so.

(i) _____

(ii) _____

2. What was the effect of this feeling of inadequacy on Nicky's relationship with his elder brother?

.....

3. Nicky says, "It even seemed to me that Valodya was himself aware of his superiority and was proud of it."

Do you think Valodya was really proud? Please provide one reason for your response. What made the Nicky feel so?

.....

4. Nicky was most upset by which aspect of Valodaya's personality?

.....

5. Which two qualities of Valodya have been highlighted by the author?

.....

6. Choose the right answer to fill in the blanks:

The narrator was

(i) jealous of his brother.

(ii) angry with his brother.

(iii) critical of his brother's behaviour.

7. Describe in about 50 words a situation where you were jealous of your friend or sibling. Do you think you were right to feel so? How has it affected your relationship?

LET US LEARN NEW WORDS 11.1

1. Choose the right answer, from the choices given below, which explains the underlined word/phrase.

a. This idea was inspired by my vanity.

(i) uselessness

(ii) bias

(iii) false pride

- b. obtained on the sly
- secretly
 - quietly
 - silently
- c. He was large hearted.
- was generous
 - had an enlarged heart
 - was caring
2. Pick out words from the text which are opposite in meaning to the following words.
- Words
- inferiority
 - nothing
 - misunderstood
 - please
 - modest
 - selfish
3. Fill in the blanks in the following sentences, choosing words from the list given in the box. There is one extra word.

independent, sensitive, large hearted, impulsive, proud, analytical

- In am _____ to be an Indian.
- My friend is so _____ that she keeps changing her mind all the time.
- Saira will make a good counselor as she is _____ to others other's feelings.
- It is good to be _____ about one's own conduct.
- Tasneem is very _____, she does her home work without anybody's help.



LET US DO 11.1

Given in the box are some describing words/phrases, some applicable to the narrator (Nicky) and some to his brother (Valodya). Put them in the respective columns.

impulsive, sensitive, fond of reading novels, fond of collecting curios,
resentful, vain, analytical, forgiving, generous, proud, well mannered

<u>NICKY</u>	<u>VALODYA</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DO YOU KNOW**

Count Leo Tolstoy, the author of the story, 'My Elder Brother' was born in 1828 in a family of old Russian nobility.

Tolstoy is one of the greatest writers of Russian literature. His most famous novels are 'War and Peace' and 'Anna Karenina'. He has, to his credit, many short stories and plays also. His work, 'The Kingdom of God is Within You' influenced Gandhiji so much that he abandoned violence and took to non-violent resistance, a debt Gandhiji acknowledges in his autobiography calling Tolstoy the greatest apostle of non-violence that the present age has produced.

In today's world full of violence and hatred, Tolstoy's philosophy can kindle in us empathy and inspire us to be tolerant, choose the path of peace and to live and let live.

**11.2.2 PART 2**

Once whenwe have quarrelled for good.

Do you find it difficult to apologise when you make a mistake? In this unit something similar happens to the narrator. He describes an incident wherein he breaks Valodya's treasured scent bottle. Nicky realizes that the scent bottle was important for his brother but he pretends to smile in order to show Valodya that he is not bothered about his brother's. As a result the brothers quarrelled and exchanged heated arguments. They pushed and pulled each other.

INTEXT QUESTIONS 11.2

1. Who had a passion for ornaments?
2. How did the quarrel between the narrator and his brother start?
3. How did the scent bottle break?
4. Was the narrator sorry for his behaviour? How do you know?
5. What annoyed the narrator most?
6. What did the narrator do when Valodya dragged him?
7. If you were in the narrator's place how would you have behaved?

LET US LEARN NEW WORDS 11.2

- I. Choose the right answer, which explains the underlined words/phrases.

1. Well, now it is all over between us.

- a. all the problems are over
- b. everything is finished
- c. the relationship is broken

2. We have quarreled for good.

- a. for ever
- b. for good reasons
- c. it is very good

- II. Find words in the text which mean the opposite of the following words:

- a. intentionally
- b. happily
- c. frowned
- d. intelligent

e. pleasant

III. Fill in the blanks choosing appropriate words from the box.

smilingly, sorrowfully, accidentally, disgusted

1. While preparing tea I _____ put salt into the cup instead of sugar.
2. I feel _____ to see the poor being mistreated.
3. I bade farewell to my friend _____.
4. She always helps people _____.



LET US DO 11.2

Diary/Learning Journal

We grow through our experiences. A diary or a learning journal is a good tool to record our experiences. It can bring back many memories (happy or sad) at a later point in time. It can also help us to realize how our experiences shape our personality over a period of time. We would encourage you also to keep a diary/learning journal to record your experience.

Recall an incident when you helped someone. Record your feelings in your diary/learning journal in about 100 words.

11.2.3 PART 3

We did not tears in my eyes.

After the incident of the scent bottle the brothers stop talking to each other. Nicky is very disturbed and feels uncomfortable because he realizes that he is wrong. But Valodya is quite composed and behaves in a normal way. He asks for forgiveness for having upset Nicky. Nicky is touched by Valodya's gesture, with tears in his eyes he shakes hands with Valodya and feels better.



INTEXT QUESTIONS 11.3

1. How did Nicky feel after the day's incident?
2. How was Valodya's reaction different from that of Nicky?

3. Why did Nicky feel uncomfortable and ashamed to be alone with his brother?
 4. How did Valodya show that he was keen to make friends with Nicky in spite of the day's event?
 5. What does Valodya's behaviour show about his character?
 6. What do the tears in Nicky's eyes say about his feelings? Were they tears of joy, sorrow, anger or repentance? Please provide two reasons for your answer.
 7. What did Nicky do to show that he was sorry for all that he had done in the morning?
 8. Imagine that you had a fight with your friend. How would you try and apologise and become friends again? Hint: It may help if you can recall a real incident.
-

LET US LEARN NEW WORDS 11.3

I. Choose the right answer, which explains the underlined phrases:

1. Valodya raised his head and looked me in the face.
 - a. looked at my full face
 - b. looked straight into my eyes
 - c. looked only at my face
2. Our eyes met and I knew that he understood me.
 - a. we made eye contact
 - b. we stared at each other
 - c. we banged into each other

II. Fill in the blanks choosing words from the list given in the box.

uncomfortable, meaningful, natural, contrary
--

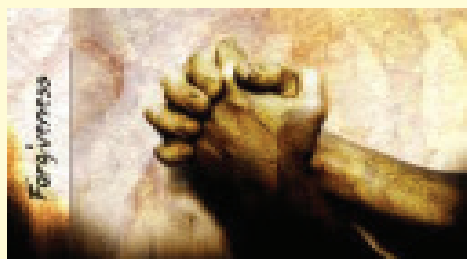
1. _____ to popular belief many cats dislike milk.
2. Though he didn't say anything to me his looks were quite _____.
3. My friend speaks in a _____ way even when she is among strangers.
4. I feel very _____ in the company of people who do not respect others.



DO YOU KNOW

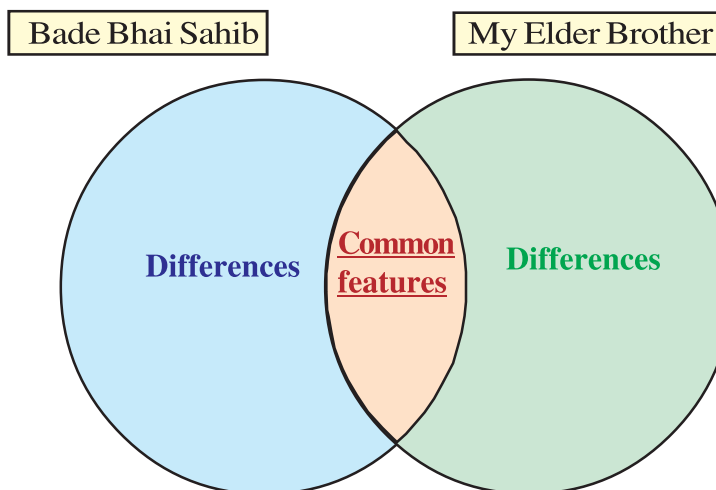
All world religions lay emphasis on the virtue of forgiveness.

- **prayashchita** (Performing atonement) and seeking forgiveness is an important part of Hinduism.
- The Mahabharata says, “What can a wicked person do unto him who carries a sabre (sword) of forgiveness in his hand?”
- Islam teaches that Allah is all forgiving and is the original source of all forgiveness.
- Christianity says, “When you stand praying, if you hold anything against anyone, forgive him so that your Father in heaven may forgive your sins.” Jesus Christ asked for God’s forgiveness for those who nailed him to the cross, “Father, forgive them for they know not what they do.”
- Forgiveness is the most effective tool to conquer even the staunchest enemy.



LET US DO 11.3

1. Read the Hindi story ‘Bade Bhai Sahib’ (Elder Brother) by Munshi Prem Chand. You can find it on internet or in the nearest library. This story is also about two brothers and narrated by the younger brother. The narrator also has some problems with his elder brother. You will find some similarities and differences between *bade bhai sahib* and Valodya, and between the younger brother in Prem Chand’s story and Nicky.
2. Compare and contrast the two stories.





LET US TALK 11.1

Read the following dialogue and note the underlined expressions, which we use when we are sorry and want to apologise.

Reema : I'm sorry, Anu. I have damaged your watch. I know you treasured it so much. I am really very sorry.

Anu : You know it was a gift from my father. I wish you were more careful with it.

Reema : Believe me, Anu, I was not at all careless, but while I was returning home started raining. I wanted to protect the watch from the rain and tried taking it off hurriedly. In the haste, the watch slipped from my hand, fell on the ground and got damaged.

Anu : Oh, so it was an accident. Never mind. Please forgive me for what I said. Let's forget it now. You don't have to apologise again and again. I'm sure it can be repaired.

Reema : So nice of you. You are really very large hearted.



LET US DO 11.4

Recall an incident when you may have hurt another person and did not express regret and ask for forgiveness. Enact a role play talking to the person expressing regret and seeking forgiveness. Use the dialogue above as a model.



11.3 LET US LEARN GRAMMAR

Noun Clause

You have already studied about clauses in Lesson 7 “Shoe Shine”. Let us revise it

Read the following sentences:

1. He was better than me.
2. I began to realise that I was no companion for him.

Note the difference between the two sentences. Sentence 1 is a simple sentence. It has a subject and a predicate. Sentence 2 is a complex sentence. It consists of two parts, each part having a subject and a predicate.

A clause is a group of words, which has a subject and a predicate with a finite verb of its own.

For example, in sentence 1 '*He*' is the subject and '*was better than me*' is the predicate with the finite verb *was*.

Read the following simple sentences.

1. Arjun fought many battles.
2. We should love our neighbours.

Note that in sentence 1, the noun '*Arjun*' is the subject (doer). If we ask the question: Arjun *fought* – what, the answer is '*many battles*'. The answer '*many battles*' is the object (the action done) of the verb *fought*.

In sentence 2, '*We*' (doer) is the subject and *our neighbours* is the object of the verb '*should love*'.

Note: The subject (doer) may be a noun (Arjun) or a pronoun (we, I, you, he, she, it, they)

Exercise 1

Identify the subject and the object in the following sentences.

Hint: To identify the subject ask the question - who.

To identify the object ask the question – what.

1. He is reading a novel.
2. My mother teaches English.
3. I love mangoes.
4. Shiela is fond of reading.
5. Shiela plays cricket.
6. The toy car made a loud noise.

You have learnt how to identify the subject and object in a sentence with one clause. Now let us learn about a complex sentence. A complex sentence has more than one clause.

Now read the following sentences from the lesson. Note that each sentence has more than one clause.

1. It even seems to me that Valodya himself was aware of his superiority.
2. I'm sure that I would have felt happier.
3. I knew that he understood me.

Independent clauses and dependent clauses

In sentences which have two or more clauses we can identify:

- a. an independent clause (also called the main clause or principal clause)
- b. a dependent clause (also called the subordinate clause)

An independent clause does not depend on other clauses to make a complete statement.

A subordinate clause cannot stand by itself and depends on the main clause to be meaningful.

Types of subordinate clauses

Subordinate clauses are of three types:

- Noun clause
- Adjective clause
- Adverb clause

Subordinate Noun clause

Let us understand the noun clause and its functions.

Look at the following sentences:

1. Nicky realized that he was jealous of Valodya.
2. I was hoping that they would accept my proposal.
3. Nicky always felt that Valodya behaved very well.

In the above sentences the underlined clauses are subordinate noun clauses functioning as object to the verbs *realized*, *was hoping* and *felt* respectively.

Nicky realized (what?) that he was jealous of Valodya.

I was hoping (what?) that they would accept my proposal.

Nicky felt (what?) that Valodya behaved very well.

You would see that the noun clause does the same function in a complex sentence which a noun/pronoun does in a simple sentence.

Exercise 2

Identify the noun clauses in the following sentences and define their functions.

1. We all know that honesty is the best policy.
2. He told me that he was going to Lucknow next week.
3. Saurav told his mother that he would return late.
4. Nicky knew that Valodya was very generous.

5. My brother said that he was working hard.
6. Jaya Lakshmi told me that she had got an award for bravery.



11.5 LET US WRITE

Writing a Diary

Is it very difficult to make up with friends with whom you have fought? How do you feel? At the end of the day Valodya and Nicky became friends again. Nicky, the younger brother writes a page in his diary to record his feelings about his brother's behaviour. Read it.

14th Sept, 20XX

6 pm.

It was very strange to see Valodya in my room after the day's incident when I had broken his scent bottle, most of his curios, china and glass ornaments. I had thought it was all over between us. But he was unusually polite and apologetic. He said sorry. At last he had forgiven me. I was moved by his behaviour. I wonder, what had happened to me! We were both changed persons.

Diary does not have signature.

When Nicky wrote his diary he mentioned:

- the date and time when he recorded his feelings
- the action of his elder brother, Valodya
- the event (the quarrel between the two brothers)
- the consequences of the event – they parted from each other as if they had quarrelled for ever
- Valodya's feelings of regret as well as his own
- he signed the page



WHAT YOU HAVE LEARNT

In this lesson you have learnt:

- The importance of accepting one's mistakes
- Seeking forgiveness and moving ahead
- Forgiving other people's mistakes

- We may fight with one another but it is essential that we accept our mistake and apologise.
- We also must be large hearted like Valodya and forgive others
- Forgiveness helps take away the anger and jealousy, and heal the hurt.

**TERMINAL QUESTIONS**

1. Do you think Valodya was responsible for the narrator's mental suffering and pain? (Explain in about 50 words)
2. After breaking his brother's scent bottle or dropping the curios off the table Nicky didn't say sorry because (tick the right choice):
 - i. he thought he was not wrong.
 - ii. he thought it was a petty matter.
 - iii. he wasn't large hearted like his brother.
 - iv. he pretended that it was not a mistake.
3. Why did Valodya ask his younger brother's forgiveness? Is it because (tick what you think is true to the story)
 - i. he had a large heart and was willing to forgive his younger brother and become friends again
 - ii. he was really in the wrong.
 - iii. he thought, to err is human and to forgive divine.
 - iv. he wanted to show his superiority.
4. Do you find any change or development in Nicky's character during the course of the story? Please explain the changes in 100 words.
5. What do you think brought about this change?

**ANSWERS****11.2.1 PART 1****INTEXT QUESTION 11.1**

- A.1.(i) Valodya was better in games.
- (ii) He was also better in arguments and manners.

2. Nicky, the narrator, felt inferior to his elder brother and they were not on good terms.
3. No, Valodya was not proud. The narrator felt so because of his own vanity.
4. Valodya had a tucked linen shirt, which Nicky did not have. Valodya arranged the collar which Nicky thought that he was doing so to show off his new shirt and this irritated him.
5. He was candid and impulsive.
6. (i)
7. Individual responses. Accept all responses.

LET US LEARN NEW WORDS/PHRASES 11.1

1. a. (iii) b. (i) c. (i)
2. a. superiority b. everything c. understood d. annoy
e. proud f. large hearted
3. a. proud b. impulsive c. sensitive d. analytical
e. independent

LET US DO 11.1

Nicky

1. sensitive
2. jealous
3. vain
4. analytical
5. proud
6. well mannered

Valodya

1. impulsive
2. fond of reading novels
3. fond of collecting curios
4. forgiving
5. generous

11.2.2 PART 2

INTEXT QUESTION 11.2

1. Valodya
2. The narrator broke Valodya's scent bottle and instead of feeling sorry he was casual about it.
3. Nicky knocked it over and it broke.
4. The narrator was not sorry for his behaviour. We know this because he said, "What does it matter?"

5. The narrator was most annoyed when Valodya tried to drag him away from the table.
6. When Valodya dragged the narrator away from the table the latter got hold of the leg of the table and tilted it.
7. I can't say; yet I think I would have said sorry.

LET US LEARN NEW WORDS/PHRASES 11.2

- I. 1. c 2. a
- II. a. accidentally b. sorrowfully c. smiled d. stupid e. disgusting
- III. 1. accidentally 2. disgusting 3. stupidly 4. sorrowfully 5. smilingly

11.2.3 PART 3

INTEXT QUESTION 11.3

1. He felt uneasy and sorry because he realized that he was in the wrong.
2. Valodya behaved in a very normal way, he did his lessons properly and interacted with his sisters happily.
3. Nicky felt uncomfortable and ashamed because he was guilty and could not face his brother. He was afraid that the topic of their fight would surely come up when they were alone.
4. He went to Nicky and apologized in a very natural voice.
5. Valodya's behaviour shows that he was very large hearted and forgiving.
6. Nicky was emotionally moved by his brother's action. There were tears of sorrow and repentance in his eyes.
7. Nicky too asked for Valodya's forgiveness.
8. Individual response

Suggested response: send a card, call up to apologise, write a letter of apology

LET US LEARN NEW WORDS/PHRASES 11.3

- I. 1. b 2. a
- II. 1. contrary 2. meaningful 3. natural 4. uncomfortable

11.3 LET US LEARN GRAMMAR

Exercise 1

1. He – subject , novel - object
2. My mother – subject, English – object
3. I – subject , mangoes – object

4. Sheila – subject, reading – object
5. Sachin – subject, Cricket – object.

Exercise 2

1. ——— that honesty is the best policy. object to the verb *know*
2. ———...that he was going to Lucknow next week. object to the verb *told*
3. ——— that he would return late, object to the verb *told*.
4. ——— that Valodya was very generous. object to the verb *knew*
5. ——— that he was working hard – object to the verb *said*.
6. ——— that she had got a National award — object to the verb *told*

11.4 LET US WRITE

Individual response

TERMINAL QUESTIONS

1. No, it was the narrator's own vanity.
2. (iv)
3. (i)
4. Individual responses – accept all responses.

Suggested responses - In the beginning Nicky is vain, jealous and also unmindful of his brother's feelings, but during the course of the story there is a positive development in his character. He realizes his mistake, is emotionally moved by his brother's conduct and apologises to him for his behaviour.

5. Individual responses. Accept all responses.

Suggested responses.

Valodya is more likeable because he is large hearted and believes in forgiving and forgetting.

OR

Nicky is more likeable since he accepted his mistake and apologized. His character was negative in the beginning of the story but towards the end he changes for the better.

Notes

was no companion for him: not similar in tastes and interests
anguish: mental suffering
tormented: caused mental pain, (here) annoyed
impulsive: one who has a sudden desire to act without thinking about the result

curios: works of art valued for being unusual
mania: extreme enthusiasm
at its height: utmost degree

symmetry: exact match in shape and size (here) balance
treasure: a collection of valuable things
knock ... over: hit something and make it fall to the ground
brat: a person, specially a child, who behaves badly

took my word: believed me, (here) acting literally instead of understanding the spirit
was beside myself: unable to control oneself because of anger; (here) very annoyed
tipped: tilted

china: cups and plates and other things made of china clay
disgusting: very unpleasant
scowled: looked in an angry or annoyed way

12

INDIAN WEAVERS

Have you noticed that people wear clothes of varied colours on different occasions? These variations in colours also indicate the diversity in cultures and religious communities. For example, Hindu brides in North India wear red clothes; whereas, in Kerala they wear white clothes. Christian bride's also wear white clothes. Let us now read a poem by Sarojini Naidu.



OBJECTIVES

After completing this lesson you will be able to

- express your feelings and emotions effectively, and
- recognise and value diversity in cultures.
- enjoy the rhythm of the poem;
- discover the special use of language in poetry;
- use comparisons for effective writing;
- identify the use of words to create visual images;



LET US DO 12.1

Talk to people of different communities and find out the colours of the clothes that are commonly worn or gifted in the given situations:

Common colour of clothes for the following persons	Name of my Community _____	Name of another Community _____
For a new born baby		
Worn by a bride		
Of family members when someone in the family dies		

Don't you find it interesting that all of us wear different colours for different occasions?



12.1 LET US READ THE TEXT

Weavers, weaving at break of day,
Why do you weave a garment so gay?
Blue as the wing of halcyon wild
We weave the robes of a new-born child.

Weavers, weaving at fall of night,
Why do you weave a garment so bright?
Like the plumes of a peacock, purple and green
We weave the marriage veils of a queen

Weavers, weaving solemn and still
What do you weave in the moonlight chill?
White as a feather and white as a cloud
We weave a dead man's funeral shroud.

— Sarojini Naidu

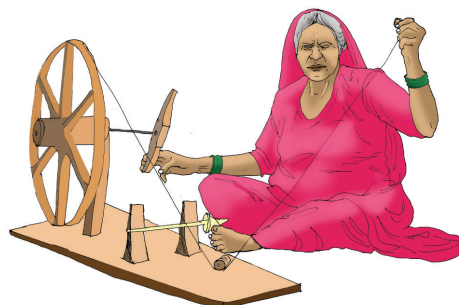


Fig. 12.1



Fig. 12.2

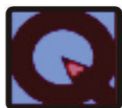
12.2 LET US UNDERSTAND THE TEXT

12.2.1 PART 1 (Stanza 1)

Weavers, weaving at break of day a new-born child.

Have you ever noticed the colours we choose for a new born baby's clothes? Why do you think we choose these colours? In the first stanza the poet, Sarojini Naidu describes weavers

weaving cloth in the early morning. She asks the weavers why are they weaving a cloth of a particular colour. They say that the cloth that they are weaving is the colour of a halcyon's wings. It is a beautiful, blue because it will be used for making the clothes of a newly born child.



INTEXT QUESTIONS 12.1

Answer the following questions.

1. Complete the following sentences:

The weavers are weaving the cloth for _____. They are compared to _____ because of the similarity of colour i.e. blue.

2. 'Gay' in line 2 means 'bright'. Which mood of the weavers does it indicate? Tick the right answer:
 - a. of cheerfulness
 - b. of frustration
 - c. of sadness
3. What is the similarity between morning time of the day and the birth of a child?



LET US DO 12.2

Read the poem to your friend and enjoy its rhythm.

Rhythm in writing is like the beat in music. Do you know that in poetry, rhythm implies that certain words are produced more forcefully than the others? Some words may also be held for a longer duration. Rhythm is also created by repeating words or phrases, sometimes by repeating whole lines and sentences.

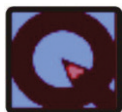
Listen to the poem again.

- 1) Note down the words and phrases repeated.
- 2) In the poem there is one voice asking a question and the other answering it. Listen to it once again. Whose voices are these?

12.2.2 PART 2 (Stanza II)

Weavers, weaving at fall of night veils of a queen.

In this stanza the poet asks the weavers why they are weaving a cloth late in the evening. She asks why it is so bright and colourful. The weavers tell her that the cloth is brightly and richly coloured like the feathers of a peacock because they are weaving it for a queen. The queen will use this cloth to make her marriage veil.



INTEXT QUESTIONS 12.2

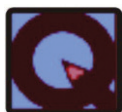
Answer the following questions.

1. What are the weavers weaving?
2. What time of the day is it?
3. We wear colours that reflect our mood. Give two examples.

12.2.3 PART 3 (Stanza III)

Weavers, weaving solemn and still man's funeral shroud.

You must have noticed people wearing white clothes to visit a friend who has lost a loved one. Why do we not wear bright clothes on such occasions? In the above stanza the poet asks the weavers what they are weaving late in the night. The weavers reply that they are weaving a thin white cloth to cover a dead body.



INTEXT QUESTIONS 12.3

Answer the following questions.

1. What time is indicated through the phrase 'moonlight chill'?
3. What is the similarity between death and cold night?
4. 'Chill' here means 'unpleasant cold'. Which mood of the weavers does it indicate?
Tick the right answer:
 - a. of disappointment
 - b. of frustration
 - c. of sadness

12.3 APPRECIATION

1. Do you know that a **Simile** is a literary device? It is used to show a comparison between two different things because of some similarity between them. This comparison

is indicated by the words, 'as' or 'like'

A) Find the simile in stanza 2 and complete the statement:

The _____ is compared to _____ both are bright and colourful.

B) Is there any similarity between the following pairs? Write complete phrases indicating similes.

a) life and sea

b) rain and music

For example: After getting a good percentage in NIOS secondary exam, Aziza's aspirations soared like a bird in the sky.

2. Write the objects of comparisons for the following:

a) as cold as _____

b) as hot as _____

c) as deep as _____

3. Rhythm in writing is like the beat in music. In poetry, rhythm implies that certain words are produced more forcefully than the others and may be held for a longer duration. Rhythm is also created by repeating words or phrases, sometimes by repeating whole lines and sentences.

Ask a friend to read the poem aloud to you and enjoy its rhythm. Note down the words and phrases repeated.

4. The poem has strong imagery. In other words, when we listen to it or read it, we are able to create a clear picture in our minds like a picture of an infant wearing blue clothes.

Listen to the poem again and write down the images created in your mind. The underlined sentences above is one example of an image.

LET US LEARN NEW WORDS 12.1

A. Word Building

Given below are the names of different professions. Some of these are formed by adding the suffix '-er' or '-or' to verbs or nouns.

For example: weave (verb) + er = weaver

direct (verb) + or = director

photograph (noun) + er = photographer

Put the following words in two lists. Refer to a dictionary if you are not sure teacher, grocer, preacher, carpenter, engineer, driver, tailor, manager, potter, painter, actor, doctor, author

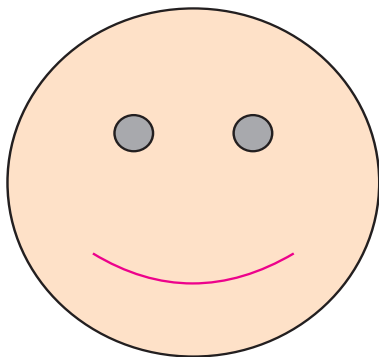
Words formed by adding suffix	Root words

B. Words Expressing Happy and Sad Feelings

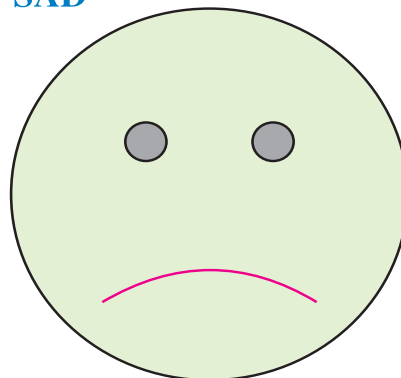
Given below are the words that express happy and sad feelings. Put the words expressing happy feelings in the happy face and the words expressing sad feelings in the sad face. Refer to a dictionary, if you do not know the meaning of any of these words.

sad, glad, delighted, depressed, excited, gloomy, dejected, joyous, downcast, cheerful, annoyed, miserable, jubilant, thrilled.

HAPPY



SAD





DO YOU KNOW?

Sarojini Naidu (February 13, 1879 – March 2, 1949) was a child prodigy, a freedom fighter, and a poet. Naidu was the first Indian woman to become the President of the Indian National Congress, the first woman to become the Governor. She was famously known as Bharatiya Kokila (The Nightingale of India).

She was very active in the Indian Independence Movement and encouraged women to participate in political life.

Her poetry, originally published, in three volumes - *The Golden Threshold* (1905), *The Bird of Time: Songs of Life, Death & the Spring* (1912), and *The Broken Wing* (1915): *Songs of Love, Death and the Spring*. Two other volumes - *The Sceptred Flute: Songs of India* and *The Feather of the Dawn* - were published after her death



LET US DO 12.3

Colours are used as symbols not only to indicate different moods but also to indicate ideas. Match the colours with what they stand for. One colour may symbolize more than one thing.

Colours

Red
white
black

moods/symbols of

purity
death
danger
love



DO YOU KNOW?

All of us experience happy and sad moments in life. When we are happy, we share our happiness with everyone. What can we do when we are sad or depressed? How do we cope with our negative emotions? Here are some suggestions given by researchers. These suggestions include some self-help techniques.

- Be positive. Avoid being critical of yourself.
- Take interest in others.
- Involve yourself in some physical activity like walking, running, cycling, dancing etc.
- Listen to your favourite music or watch your favourite TV programme.
- Pursue a hobby like painting, gardening, stitching etc.
- Involve yourself in some constructive activity.

**LET US DO 12.4**

Weaving is a central activity in the poem. Is it because life is a weave of events? Weaving was an important activity in the poet's time. Gandhiji also advocated the use of Charakha in every household.

Do you know why? What was the Charakha a symbol of?

Try to find the answer and write five lines about what the charakha is a symbol of? Why did Gandhiji advocate it?

**WHAT YOU HAVE LEARNT**

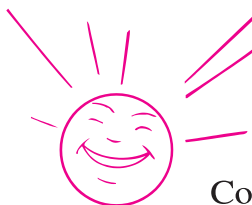
In this poem, you read about the different stages of life that bring joys and sorrows. You also learnt ways of sharing happiness and excitement and ways with negative feelings and emotions.

**TERMINAL QUESTIONS**

- In this poem, the poet is describing the three stages of life. She relates them to dresses and their colours. She also compares the changes in life to the changes in a day. Complete the blanks on the basis of your understanding of the poem.

A)

Daybreak



Stage of life _____

Colour of cloth _____

B)

Colour of cloth - purple & green



Time of day _____

Stage of life _____

C)

Midnight



Stage of life _____

Colour of cloth _____

2. The words/phrases that suggest different moods in the poem:

funeral, marriage veil, shroud, break of day, purple and green, white, garment
gay, dead man, solemn and still, bright, plumes of a peacock

Put these expressions in two columns:

- a) Words/expressions conveying joy
 - b) Words/expressions conveying sorrow
3. The poem has strong imagery. In other words, when we listen to it or read it, we are able to create a clear picture in our mind like an image of infant wearing blue clothes. Listen to the poem again and write down the images created in your mind. The underlined sentence above is one example of an image.
4. Complete the following sentences using the words given below. Do you recognize the similies used?
- whistle , lightning , rain
- a. The chirping of the birds sounded as shrill as a _____.
 - b. The drumming of the _____ drops on the roof tops was like music.



ANSWERS

LET US DO 12.2

- 1) Words/phrases repeated
Weavers, weaving.....
Why do you weave
We weave
- 2) The voice of the poet asking questions and the voice of the weavers answering the poet.

12.2.1 PART 1**INTEXT QUESTION 12.1**

- I. 1. (1) an infant's \ a baby's garments; the wings of the halcyon bird
2. (a) of cheerfulness
3. Morning is the beginning of the day; the birth of a child is the beginning of life.

12.2.2 PART 2**INTEXT QUESTION 12.2**

- I. 1. The marriage veil of a queen
2. Beginning of night;
3. different interpretations are possible – marriages take place at night or **the** day is over **just** as **the** innocence of childhood is over

12.2.3 PART 3**INTEXT QUESTION 12.3**

- I. 1. midnight
2. Possible interpretations:
Death brings sadness; cold night is unpleasant
Death is the end of life just as night is the end of day
3. (c) of sadness

12.3 APPRECIATION

1. (A) Similies in lines-

‘Like the plumes of a peacock, purple and green
we weave the marriage veils of a queen.’

the marriage veil of a queen, the plumes of peacock

- (B) a) chirping of a bird as shrill/musical as a whistle.

b) life as deep as sea

c) rain as rhythmic as music

2. Any innovative comparison that shows similarity

A few possible comparisons:

a) As cold as ice/cucumber

b) As hot as chillies/a desert

c) As deep as an ocean

3. Words/phrases repeated

Weavers, weaving.....

Why do you weave

We weave

4. - weavers weaving at their looms

- a bird with blue feathers

- a peacock dancing/spreading its plumes

- a queen with her face covered with a veil

- a dead body covered with a white cloth

B) The words expressing feeling with their explanations:

Words expressing happy feelings:

glad happy and pleased about something.

delighted very happy, especially because something good has happened.

excited very happy and enthusiastic because something good is going to happen, especially when this makes you unable to relax.

joyous causing happy feelings

cheerful behaving in a happy friendly way.

jubilant extremely happy because something good has happened

thrilled very pleased and excited

Words expressing sad feelings:

sad feeling unhappy, especially because something bad has happened.

depressed if you are depressed, you feel very unhappy because of a difficult or unpleasant situation that you feel you cannot change.

gloomy feeling sad and without hope.

dejected someone who is dejected has lost all their hope or enthusiasm, especially because they have failed at something.

downcast sad or upset

miserable extremely unhappy or uncomfortable

annoyed feeling slightly angry or impatient: feeling slightly angry or impatient.

LET US LEARN NEW WORDS 12.1

A. Words with suffix: Teacher, preacher, engineer, driver, manager, potter, painter, actor

Root words: carpenter, tailor, grocer, author, doctor.

TERMINAL QUESTIONS

1. (A) birth/childhood, blue
(B) evening, youth/arriage
(C) death, white
2. Words/expressions conveying joy - marriage veil, break of day, purple and green, garment gay, bright, plumes of a peacock

Words/expressions conveying sorrow - funeral, shroud, white, dead man, solemn and still.

3. - weavers weaving at their looms
- a bird with blue feathers
- a peacock dancing/spreading its plumes
- a queen with her face covered with a veil
- a dead body covered with a white cloth

Accept all responses including identification of phrases containing imagery or any innovative comparison that shows similarity.

4. a. whistle
b. rain
c. lightning

Notes

Robes – (here) clothes
“Halcyon” - a bird in
Greek legend, generally
associated with the
kingfisher
Plumes-feathers

Veil- covering for face,
especially worn by
women
Solemn – serious
Chill- unpleasant
coldness

THE LAST STONE MASON

Our traditional arts and crafts which are an important part of our culture and heritage are dying out. Why are these traditional crafts dying out? Maybe it is because the handicrafts trade does not fetch much money. Artisans struggle hard to make both ends meet. They don't have adequate material to make products. They need markets to sell their products but there isn't much demand for their products. Young artisans want to earn more money and are in favour of mass production of items than can be produced quickly rather than by hand. This makes them leave their family handicraft industry. Should they do this? Should we let our traditional arts and crafts die out? Can we do anything to stop it? This lesson will make you think about all these questions, about the problems faced by young artisans, and what we need to do to solve these problems.



OBJECTIVES

After completing this lesson you will be able to:

- explain the theme of the story;
- analyse the character of the father in the story;
- explain the importance of co-operation and understanding among the members of a family through effective communication;
- deduce that the urge to learn helps in mastering a skill;
- justify your point of view (agree, disagree);
- enhance your vocabulary;
- identify the different functions of verbs ending with 'ing';
- use the present perfect tense;
- use adverbs of manner, and
- write a report.

**13.1 LET US READ THE TEXT****Fig. 13.1**

A sculptor loves to carve beautiful statues. He loves his art and is totally committed to it regardless of the financial difficulties he faces in doing his work.

Let us enter into the small world of an old artist and see what his son has to say to his father.

The young man threw the hammer and the chisel to the ground and cried: “I’m leaving you, father, I’m leaving you and your work. Look what it has brought us”.

He spread out his arms, looked at the small, congested dark room, the slabs of stone and marble stacked up in one corner, the cot covered with heaps of used clothes. The paint of white-washed walls has come off. “Look what it has brought us - nothing, nothing!” the young man repeated in anger. “This kind of work just doesn’t pay.”

**Fig. 13.2**

The old man stared at his son. His voice, though trembling, had not lost its usual gentleness. “It is not the money alone that matters, son. It is the service, our service to God.”

“Father, times have changed, and so has the stone mason’s work. You cannot live carving sculptures for temples only. Come on, father! You have to mass produce like all the other people in Agra.”

The lines around the old man’s mouth tightened. He said, “No, my son. This is the work I have learnt from my father and he had learnt from his father. We have kept up this tradition for hundreds of years. And I hoped you would continue our work.”

“No, father, there is so much more money in candle stands, paper-weights, ashtrays and plates for tourists”. The young man walked out of the room angrily.

The old man sat before the half finished marble statues of Radha and Krishna.

He dropped his hands into his lap and closed his eyes. He was praying. He did not seem to listen to the hesitant, “goodbye”, the son called out from the door. He sat still.

“Masterjee. Masterjee” Salim, the servant boy entered the workshop. His voice was filled with concern. He held a cup of tea in his hand. The old man lifted his head. He had a pale face and looked old and tired. He said, “Salim, soon I’ll be the last stone mason here, as everyone has gone to Agra. Look, Gopal my son has gone too. Now I’ll have to finish this sculpture all by myself”. The old man looked at the orphaned boy Salim and said, “I have very little strength. I can’t work with the chisel the way I used to. Carving takes too long a time. I have to finish the work and I will.”

The boy offered tea to the man and said, “Please drink this. It will do you good. Yes, I know you will finish this work.”

The old man sighed and picked up the chisel and the hammer. He loved his work and didn’t want to change it for any other work in the world. For days together the man worked continuously without taking any rest. His one desire was to finish the sculpture, which would be his last. He worked till his hands began to tremble and his shoulders started to ache. His arms grew heavy and his eyes grew tired. And then he couldn’t see anymore.

At that moment Salim returned. He saw the old man and asked him to eat some food. The old man whispered, “I am not going to finish it. I will not complete it. If Gopal was here, it would have been different, although he was not a good sculptor. He had difficulty in carving the face and hands properly. There was something missing in his fingers, and that something can’t be taught.”

Salim whispered, “Because it comes from somewhere deep inside you.” “You are right Salim.” And then the old man added, “And if you don’t have it inside you, then you’d better go to Agra and mass produce ashtrays for the tourists.”

The boy asked Masterjee to eat, and after feeling a little better the old man picked up his

hammer and chisel again and worked till late in the night. In those days he prayed a lot. Now he prayed for help and strength and he prayed for his son. In the early hours of the morning the chisel fell from the old man's hand, the hammer dropped to the ground and he fainted.

When the old man opened his eyes he found himself on the cot in his bedroom covered by a light cotton blanket. From the workshop the chipping around of the chisel reached his ears. He listened. Had he heard correctly? He could hear it again, strong blow of the hammer on the top of a chisel. Gopal! He was back. Gopal had returned. He should help him. They would finish the statue together. Weakly he walked to the door. Gopal! He was about to say, but the words froze on his lips. "No!" he wanted to cry out. "Stop the Work!" But he couldn't move and stood staring at the young stone carver working at the face of the statue. It wasn't his son Gopal, but Salim, his servant. The old man watched stunned, unable to speak. Anger gave way to a feeling of admiration, "Hai Ram," the old man whispered. Finally when the weakness had left him, he walked over to the boy, put his hand on his shoulder. "Salim." The boy started. He turned, looking up at his master.

"I...I...only want to help," whispered the boy. I... "I'll learn, if you teach me, Masterjee! I have been practicing secretly. For almost two years, in the quarry. I know. I should not have done this. But isn't this different, Masterjee? This is sculpture, isn't it?"

The old man pulled the boy's head against his shoulder and whispered, "There is nothing I can teach you, my son. Go ahead, you have it in your heart. I know you will be one of the best stone masons India will ever have."

– Sigrun Srivastava
(an adaptation)

13.2 LET US UNDERSTAND THE TEXT

13.2.1 PART 1

The young man..... He sat still.

There are often differences in young people's ideas and opinions and older people's ideas. Do these differences cause problems between young and old people, between parents and children? This is a story about a difference of opinion between an old man and his son, and what happens as a result. The old man makes statues. He is a sculptor. He is poor but he loves his work. He believes that making statues of gods and goddesses out of stone is like worshipping God because this is the work God wants him to do. He makes each statue lovingly and patiently. He wants his son to learn the same art and continue the family tradition. But his son thinks that carving statues for temples by hand takes too long and does not help them earn much money. He wants to make things that will be easier and

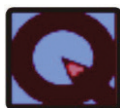
faster to carve, so that he will be able to make them in large numbers for rich tourists to buy. In this way it will be possible to earn much more money and end their poverty. He says goodbye to his sad father and the family profession, and leaves his home angrily.



LET US DO 13.1

You belong to a family of artisans and some of them have won awards. You are educated and qualified for an office job. Your parents want you to carry forward their traditional craft, but they have given you freedom to take your own decision. What would you do? Explain with reasons in two sentences. You may consider the following:

- a. You would give up your traditional craft
- b. You would continue with your craft
- c. You would accept the other job but at the same time would continue with the traditional craft too.
- d. Any other choice



INTEXT QUESTIONS 13.1

- A. Based on your understanding of Part I answer the following questions.
 1. What was the old man's profession? What was his attitude to his work?
 2. The young man threw his hammer and the chisel to the ground. Why do you think he did so?
 3. How did the old man learn carving? What did he expect from his son?
 4. Tick, ☒ the suitable option to complete the statement given below.
The young man decided to leave his father and his work because:
 - a. he was not good at carving.
 - b. he did not love his father.
 - c. he wanted to earn more money.
 - d. he wanted to enjoy city life.
 5. What was the young man's opinion about his father's work? Do you think he was right?
 6. What did Gopal suggest to his father? What was his father's response?
- B. Use suitable words / phrases from the box to replace the italicized part of the sentences given below.

tradition	came off
heaps	stacked up

1. Piles of old and discarded things lay in the courtyard for a number of days after Suman's house was whitewashed. This marred the beauty of the house.
 2. The dowry system in Indian society is a bad custom. It must be abolished.
 3. When we visited the construction site of our new house we found a lot of bricks piled up neatly near the fence.
 4. The sales man could not tell us the price of the shirt I liked because its price tag got removed when he was arranging the new stock on the shelves.
- C. Suppose you are the old stone mason. Your son has left you and the family business and has gone away. Express in 50-60 words what sort of thoughts came to your mind at his behaviour?



LET US DO 13.2

Choose one of the following options and complete the statement.

A true artist feels a sense of fulfillment if _____

- he gets an award for his work.
- his products are popular in the market.
- he feels he has created a real piece of art.
- he makes a lot of money.



DO YOU KNOW

Our government is making every possible effort to promote and encourage artisans to innovate and achieve excellence in their work. The Handicrafts Board and NGOs organise exhibitions, craft bazaars, and handicraft melas in big cities to provide markets for the sale of their products. Given below are some examples of these initiatives:

- Suraj Kund
- Dastkar Nature Bazaar
- Dilli Haat
- Central Cottage Industries Emporium

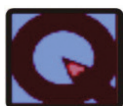
Natural materials such as coconut shells, paper and fibre are made available to the artisans by these bodies. Prestigious awards such as National Awards are bestowed upon distinguished artisans for their work.



13.2.2 PART 2

Masterjee, Masterjeedropped to the ground and he fainted.

After his son leaves home the old stone mason is sad and upset. Salim, the young boy who works for him finds the old man in a very bad state of health and emotionally stressed after his son leaves home. The old man is tired and weak. He worries about how he will complete the statue without help from his son even though he knows that his son is not a very good sculptor. Salim takes care of the old man and brings him tea and food to give him strength to finish the statue he is carving. The old man works day and night without any rest for several days. Even though he is extremely tired, he continues to work and finally early one morning he faints.

**INTEXT QUESTIONS 13.2**

- I. On the basis of your understanding of Part 2 answer the questions given below:
 1. When Salim came to the old man to serve him tea, “his voice was filled with concern.” What do you think Salim was concerned about?
 2. Who was Salim? What was his relation with the old man?
 3. What was the old man’s worried about?
 4. Why did he wish Gopal was with him?
 5. Salim said “..... it comes from somewhere deep inside you.” Explain the meaning of the plnasi in you own words in 2-3 sentences.
- II.
 1. Which word in para I of Part 2 means the same as ‘worry’?
 2. Which word in para 3 of Part 2 means the same as ‘job’?
 3. Pick out the word from para 4 of Part 2 which means the opposite of ‘spoke loudly’.
 4. Which word in para 6 of Part 2 means the opposite of ‘weakness’?
- III. Imagine you are Salim. You served the old man after his son left him. What inspired you to help him? Express yourself in 50-60 words.

**LET US DO 13.3**

You must have heard about the success stories of people in different fields such as business, academics, research, sports, and so on. Have you ever thought about what has made

them succeed? What lies behind their achievement? Think over it and write at least two things that inspire people to excel in whatever they do.

1. _____
2. _____



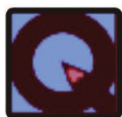
DO YOU KNOW

Dastkar Nature Bazaar, which is held every year at Indira Gandhi National Centre for Arts began in Delhi seventeen years ago. Along with environmentalists, 'Dastkar' worked on the idea that craftsmen and artisans should go back to nature as a source of inspiration and use natural material and fibres. The eleven day Dastkar Nature Bazaar links nature and craft, tradition and change, age old skills and innovative solutions.

13.2.3 PART 3

When the old manbest stone masons India will ever have.

When the old man opens his eyes he finds himself on his bed. He hears someone working with a hammer and thinks that his son Gopal has come back home. He feels happy. He thinks that with Gopal's help he will now be able to complete the statue he is carving. But he finds that it is not Gopal but Salim who is working on the statue with the hammer. He is surprised because he has never taught Salim how to carve statues. Salim looks at the old man and explains that he wants to help him. He says that he has been practising carving on his own, and is willing to learn from the old stone mason if he teaches him how to do it, the old man is full of admiration and respect for Salim. The old man recognizes Salim's talent and will to work hard and excell. He tells Salim that there is nothing he can teach him. He tells Salim that he will be one of the best stone masons in India.



INTEXT QUESTIONS 13.3

- I. On the basis of your understanding of Part 3 of the story answer the following questions.
 1. 'When the old man opened his eyes he found himself on the cot in his room'. Who do you think put him on the cot?

2. The old man heard the sound of ‘strong blows of hammer on chisel’. What was the first thought that came to his mind?
3. Why did the old man admire Salim?
4. Why did the old man believe that there was nothing that he could teach Salim?

II. Based on your understanding of Part 3, complete the following sentences:

1. The old man was stunned to see Salim working on the statue because _____.
2. Salim was able to help the old man in finishing the sculpture because _____.

III. 1. Pick out the word in para 1 Part 3 which means the same as ‘surprised’.

2. Which word in para I Part 3 means the opposite of ‘heavy’?

3. Look at the word ‘admiration’ in para I Part 3. Different meanings of this word are given in the box below. Tick the most suitable meaning in the given context.

praise, appreciation, respect, adore,
think highly of somebody

IV. If you were in Salim’s place what would you do to improve the relationship between the old stone mason and his son? Express yourself in 50-60 words.

LET US LEARN NEW WORDS 13.1

Read the following sentence:

- The one who carves a statue is a ‘sculptor’
(the profession or work of a sculptor is to carve statues)

I Complete the following sentences appropriately.

1. A person who treats patients is a _____.
2. A person who writes poems is a _____.
3. A person who teaches is a _____.
4. A person who works on clay pots is a _____.
5. A person who makes wooden furniture is a _____.
6. A person whose job is to weave cloth or carpets is a _____.

**LET US TALK 13.1**

1. Read the following dialogue:

Preeti: Shruti, look at Geeta. She is wearing such an expensive dress.

Shruti: You're right, Preeti. Her dress seems to be very costly. She always buys expensive clothes because her parents are very rich.

Preeti: That's alright. But I don't think that she should go for expensive things just because she's got a lot of money.

Shruti: I think there is no harm in spending money if you can afford it.

Preeti: No, Shruti, I beg to differ. One should not develop expensive habits. Sometimes when you cannot afford expensive things you tend to do dishonest things to buy these things.

Shruti: In that way you're right. I agree with you Preeti.

While speaking we tend to use contracted forms such as 'don't' instead of 'do not', 'can't' instead of 'cannot'. To show that we agree we use expressions such as 'I agree', 'I think you're right', 'I think so', 'she's right'. For disagreeing we use 'I don't agree', 'I don't think so', 'I beg to differ', 'on the contrary'.

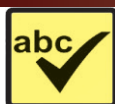
2. SPEAKING TASK

You are Hamid Khan, the winner of a National Award. You have to address a group of young craftsmen, to motivate them to carry forward their traditional crafts, to be innovative and creative, and to achieve excellence in their work. You know about their problems and their doubts.

Write down in about 100 words what you will say to them in the form and style of a speech. You may use the contractions as given in the box above in your speech and practise the speech in the company of your friends, members of family or even in front of a mirror. Using expressions, gestures, body language changing the modulation of your voice to make your speech effective and inspiring.

Some ideas and information for your speech are provided in the following box:

- Handicrafts trade is less lucrative; but for an artist his work is worship for him. He works for the sake of art.
- Exhibitions, handicrafts *melas*, bazaars at places like Suraj Kund and Dilli Haat provide markets for the sale of their craft products.
- Good and skilful artists are given national awards, certificates.
- Seminars and workshops may be used for discussions about their problems and for finding solutions.
- Advise artisans to use natural materials to make low cost and eco-friendly products.



13.3 LET US LEARN GRAMMAR

Present Perfect Tense

Read the following sentences from the lesson and study the underlined verb patterns.

- Look what it has brought us!
- We have kept up the tradition.
- I have learnt this from my father.

In the above sentences the verb pattern is the Present Perfect tense. It is constructed by using has/have + the past participle of the verb.

The Present Perfect tense denotes that an action has been completed very recently.

Example: India has won the cricket match against Sri Lanka.

To make a negative sentence in the Present Perfect tense we use not/never between has/have and the past participle.

Example: He has travelled all over India but he has never gone abroad.

Exercise 1

1. Fill in the blanks in the following sentences with the present perfect form of the verbs given in brackets.
 - a. Meena _____ (purchase) from Dastkar Bazaar a beautiful lamp shade to gift to her friend.
 - b. I cannot accompany you because I _____ not _____ (finish) my home work yet.
 - c. He _____ (give) me a beautiful pen.
 - d. Saina Nehwal _____ (bring) glory to India by her thrilling victory in the commonwealth games 2010.
 - e. The Prime Minister _____ (announce) that the victims of the recent floods shall be given all the necessary help for their rehabilitation.

Now look at the following sentences and study the verb pattern.

- Have you seen my purse? It is blue in colour.
- How much time have you spent in making his sweater?
- What have you brought from the market?

The above sentences are in question form. They begin with 'has'/'have' and interrogative words 'how'/'how' much. The verb form is the present perfect. The structure has changed from a statement to a question.

Exercise 2

what, which, how much, where, who, why, when, how many

1. Write a question against each sentence keeping in mind the underlined words. Choose the appropriate interrogative words from the above box.

The first sentence is done as an example for you.

Statement: I have bought a new cane chair in the in Defence Colony.

Question: Where have you bought this cane chair from?

- a. Statement: Seema has brought a pair of jeans for you from Mumbai.

Question: _____

- b. Statement: They have visited the Golden Temple in Amritsar four times.

Question: _____

- c. Statement: He has gone to Mumbai to study engineering.

Question: _____

- d. Statement: Ramesh has given you a shirt for your birthday.

Question: _____

- e. Statement: My father has spent three hours in writing the story.

Question: _____

Non-finites

Read the following sentences and study the function of the word 'swimming'.

- The children are swimming in the swimming pool in their school.

You must have noticed that the first use of 'swimming' in the above sentence is as a verb of the progressive tense. It denotes an action in continuation. It is the main verb. The second use of 'swimming' in the sentence describes the purpose of the pool. It acts as a describing word.

- Swimming is a very good exercise for health.

- ‘Swimming’ in the above sentence denotes an activity in itself. In this sentence ‘Swimming’ functions as the subject to the verb.
- He enjoys swimming during the summer.

In the above sentence ‘swimming’ functions as an object.

Note: ‘Swimming’ as a verb in the first sentence is an example of a ‘finite’ verb. The other uses of ‘swimming’ in the above sentences are examples of ‘**non-finites**’.

Exercise 3

1. Read the following sentences and circle the ‘-ing’ words which are **not main verbs**.
 - a. When I went to see him he was reading the ‘Bhagvad Gita’.
 - b. He likes reading detective stories.
 - c. Reading is a very good hobby.
 - d. He starts meditating when he is under stress.
 - e. We relaxed in the waiting room at the railway station when the train was late.
2. Add ‘ing’ to the words given in the box and use them in the sentences given below.

travel	cross	work
prepare	read	
play		

- a. They are _____ seriously for their Board exams.
- b. I like _____ by train.
- c. He spends two hours _____ reading books.
- d. We should always look at left right and left _____ the road
- e. The manager was not happy about the _____ conditions in his office.
- f. He is good at _____ cricket.

Look at the following sentences which you have read in Unit III of your text.

He heard correctly. (para 1 Unit III)

Weakly he walked to the door. (para 1 Unit III)

I have been practising secretly. (para II Unit III)

Notice the underlined words in the above sentences. They all show **how** something happened or **how** an action is performed.

These words are ‘adverbs of manner’.

Some words which show **how** an action is or was performed are angrily, suddenly, seriously, and so on.

Exercise 4

- I. Some adverbs of manner are given in the box below. Select suitable adverbs from the box and complete the given sentences.

quickly, quietly, fast, angrily, easily, loudly, patiently, beautifully

1. I ran _____ to catch the bus.
2. We could cross the road _____ as there was no traffic congestion at that time.
3. The thief entered the bedroom _____ and stole the keys from under the pillow.
4. Mother asked Raju to finish his homework _____ if he wanted to go out to play.
5. The teacher said to Satish, “Speak _____ so that all of us can hear you.”
6. The doctor listened to me _____ and said, “There is nothing seriously wrong, you’ll be alright if you take your medicine regularly.”
7. Geeta has decorated her children’s room very _____.
8. He was frightened when his father spoke to him _____.



13.4 LET US WRITE

Report Writing

You are Munish, a resident of Krishna Enclave, Rohtak Road. You visited the Crafts Bazaar at Dilli Haat. Various crafts were displayed and the artisans were at work on their product. You talked with some of these artisans about their life, their attitude towards their craft, their commitment and dedication, their problems, their expectations from the government in order to carry forward their traditional work.

You made the following notes while you were speaking to the artisans:

- Craft Bazaar is a place for talented craftsmen from different parts of the country meet.
- they have to struggle hard to make both ends meet but they love their craft
- use of natural materials such as coconut shells, coconut wood, paper, clay, ceramics to make products

- their products are eco-friendly
- workshops for children is an important activity
- artisans want their own children to carry forward their crafts
- they want help from the government and the Handicrafts Board and other NGOs in the form of opportunities to visit other states, markets to sell their products, financial help, supply of natural materials
- only National Awards for their work cannot make their life better.

Exercise

Based on the above notes write a report in about 100 words for the monthly time magazine



WHAT YOU HAVE LEARNT

Our traditional arts and crafts are slowly disappearing, and will eventually die out if we don't take some steps. Young people do not want to carry on their family's traditional handicraft business because it does not help them earn much money due to slow speed of production and the less demand for handicrafts. The younger artisans want to make large quantities of products for tourists because this will help them earn more money. This is possible only if the crafts are machine made. However machine made products lack the uniqueness of handmade crafts; they all look the same. Older artisans are unable to convince their children that they should continue to practise the family art with commitment because it is a service to society. As family relationships become weak, and as the young people leave their family handicrafts businesses. We all need to think about the problems of our artisans. We need to help them by formal training buying their products and spreading awareness of their problems. We also need to know that the value and beauty of a handmade item lies in its uniqueness and we should be willing to pay a higher price for it.



TERMINAL QUESTIONS

- I. Read the following statement and write 'true', 'false' or 'not sure' against each one.
1. The old man was committed to his work.
 2. Salim was an orphaned boy.
 3. Salim lived with the old man in his room.
 4. Gopal was an ambitious boy and wanted to earn more.
 5. The old man fainted because of Gopal's behaviour not only physical exhaustion.

6. Gopal had requested Salim to look after his father during his absence.
 7. The old man trained Salim in the art of carving.
- II. Write your impression of the old stone mason as an artist in about 100 words.
- III. Imagine you are the old stone mason. You are stunned to see Salim working on the statue. The sight makes you compare Salim with your son Gopal. Express your thoughts on how Salim is different from Gopal. Write your answer in 100 words.

**ANSWERS****13.2.1 PART 1****INTEXT QUESTIONS 13.1**

- I. 1. carving stone and making statues,
He was dedicated to his work. For him work is worship.
2. He was angry/dissatisfied with his work and his life, as it didn't pay enough.
3. He learnt carving from his father.
He expected his son to carry forward his traditional craft.
4. c. He wanted to earn more money.
5. He thought his father's work didn't fetch money. Individual responses with reasons.
6. He suggested that his father should shift to Agra and change his profession. The old man's response was that it was service to God and that he wanted to keep the 100 year old tradition and continue to do his work.
- II. 1. heaps
2. tradition
3. stacked up
4. came off
- III. Individual responses

13.2.2 PART 2**INTEXT QUESTIONS 13.2**

- I. 1. His concern was about the old man's physical condition.
2. Salim was a boy who worked in the stone mason's house, served him tea and took care of him. He was a servant boy and the old man was his master.

3. He was worried about how he would finish the statue all by himself.
4. He was not good at carving the face and hands of statues. He wished Gopal was with him to help him to finish the statue, because he himself was too weak to use the hammer vigorously.
5. “It” refers to the ability to master the skill

- II.
 1. concern
 2. work
 3. whispered
 4. strength

III. Individual responses

13.2.3 PART 3

INTEXT QUESTIONS 13.3

- I.
 1. Salim
 2. He thought his son Gopal had come back.
 3. Salim’s concern for the old stone mason, his timely help in carving the statue, and his skill in carving made the old man admire Salim.
 4. Salim was carving the face of the statue like an expert craftsman.
- II.
 1.because he had expected to see Gopal, and because Salim was working on the face of the statue like a perfect sculptor, because he had not expected that Salim could carve stone.
 2.because he had been practising carving secretly at the quarry.
- III.
 1. stunned
 2. light
 3. think highly of somebody

IV. Individual responses

LET US LEARN NEW WORDS 13.1

- I.
 1. doctor
 2. poet
 3. teacher
 4. potter

5. carpenter
6. weaver

13.3 LET US LEARN GRAMMAR

Exercise 1

1. has purchased
2. have (not) finished.
3. has given
4. has brought
5. has announced

Exercise 2

1. a. What has Seema brought for you from Mumbai?
b. How many times have they visited the Golden Temple in Amritsar?
c. Where has he gone to study engineering?
d. Who has given you a shirt for your birthday?
e. How much money has your father given you for Diwali ?

Exercise 3

- 1 b. He likes **reading** detective stories. (object)
c. **Reading** is an ideal hobby. (subject)
d. He starts **smoking** when he is under stress. (object)
e. We relaxed in the **waiting** room at the railway station when the train was late.
(describing word)
2. a. preparing b. travelling c. watching
d. crossing e. working f. playing

Exercise 4

- I 1. fast 2. easily 3. quietly
4. quickly 5. loudly 6. patiently
7. beautifully 8. angrily

13.4 LET US WRITE

Writing Task

Individual responses

TERMINAL QUESTIONS

- I. 1. True 2. True 3. False
 4. True 5. False 6. False
 7. False

II. Individual responses

Suggested response:

Focus on love for his work, commitment, dedication, work is worship,
 money is not important for an artist.

III. **Gopal**

Salim

lacks spirit of an artist

orphaned boy but more human and helpful

ambitious to earn money

feels concern for old man's health.

inconsiderate to parents

urge for learning

no a good sculpture

practises carving secretly

no dedication and commitment

no formal training in skills

towards his traditional work

humble and considerate, sense of responsibility

STEALING AND ATONEMENT

In this lesson you will read a few extracts from Gandhiji's autobiography 'My Experiments with Truth'. What does he reveal about himself? Were his childhood and teenage years like yours? Was he always truthful or did he learn to be truthful? Did he find it difficult to be truthful? Find out how he became convinced of the positive consequences of being truthful.



OBJECTIVES

After completing this lesson you will be able to:

- observe how children learn by imitating others;
- recognise that children can resist negative influences;
- differentiate between right and wrong choices;
- realise the importance of confessing one's wrong doing;
- use present and past participles, and
- write short messages.



14.1 LET US READ THE TEXT

A relative and I became fond of smoking. Not that we saw any good in smoking, or were very fond of the smell of a cigarette. We simply imagined a sort of pleasure in emitting clouds of smoke from our mouths. My uncle had the habit, and when we saw him smoking, we thought we should copy his example. But, we had no money. So we began to collect stubs of cigarettes thrown away by my uncle.

The stubs, however, were not always available and could not emit much smoke either. So we began to steal coins from the servant's pocket money in order to purchase Indian cigarettes. In the meantime we heard that the stalks of a certain plant were porous and could be smoked like cigarettes. We got them and began this kind of smoking.

But we were far from being satisfied with such things as these. Our want of independence began to upset us. It was unbearable that we should be unable to do anything without the permission of our elders. At last, in sheer disgust, we decided to commit suicide!

But how were we to do it? From where were we to get the poison? We heard that *dhatūra* seeds were an effective poison. Off we went to the jungle in search of these seeds, and we got them. Evening was thought to be an auspicious hour. We went to Kedarjee Mandir, put *ghee* in the temple lamp, had the *darshan* and then looked for a lonely corner. But our courage failed us. Supposing we were not instantly killed? And what was the good of killing ourselves? Why not rather put up with the lack of independence? But we swallowed two or three seeds nevertheless. We dared not take more. Both of us fought shy of death and decided to go to Ramji Mandir to compose ourselves, and to dismiss the thought of suicide.

I realised that it was not as easy to commit suicide as to think about it. The thought of suicide ultimately resulted in both of us bidding good-bye to the habit of smoking stubs of cigarettes and of stealing the servant's coppers for the purpose of smoking.

Ever since I have grown up, I have never desired to smoke and always regard the habit of smoking as barbarous, dirty and harmful. I have never understood why there is such a rage for smoking throughout the world. I cannot bear to travel in a compartment full of people smoking. I become choked.

But much more serious than this was the theft I was guilty of a little later. I stole the coins when I was twelve or thirteen, possibly less. The other theft was committed when I was fifteen. In this case I stole a bit of gold out of my brother's armlet. This brother had run into a debt of about twenty-five rupees. He had on his arm an armlet of solid gold. It was not difficult to clip a bit out of it.

Well, it was done, and the debt cleared. But this became more than I could bear. I resolved never to steal again. I also made up my mind to confess it to my father. But I did not dare to speak. Not that I was afraid of my father beating me. No. I do not recall his ever having beaten any of us. I was afraid of the pain that I should cause him. But I felt that the risk should be taken; that there could not be a cleansing without a confession.

I decided at last to write out the confession, to submit to my father, and ask for his forgiveness. I wrote it on a slip of paper and handed it to him myself. In this, not only did

I confess my guilt, but I asked adequate punishment for it, and closed with a request to him not to punish himself for my offence. I also pledged myself never to steal in future.

I was trembling as I handed the confession to my father. He was then confined to bed. His bed was a plain wooden plank. I handed him the note and sat opposite the plank.

He read it through, and tears trickled down his cheeks, wetting the paper. For a moment he closed his eyes in thought and then tore up the note. He had sat up to read it. He lay down again. I also cried. I could see my father's agony. If I were a painter I could draw a picture of the whole scene today. It is still so vivid in my mind.

Those tears of love cleansed my heart, and washed my sin away. Then I could read in it nothing more than a father's love; but today, I know that it was pure Ahimsa. When there is such Ahimsa, it changes everything it touches. There is no limit to its power.

This kind of sublime forgiveness was not natural to my father. I had thought that he would be angry, say hard things, and strike his forehead. But he was so wonderfully peaceful, and I believe this was due to my clean confession. A clean confession, combined with a promise never to commit the sin again, is the purest type of repentance. I know that my confession made my father feel absolutely safe about me, and increased his affection for me beyond measure.

– Mohandas Karamchand Gandhi
(an adaptation from 'My Experiments with Truth')

14.2 LET US UNDERSTAND THE TEXT

14.2.1 PART 1

A relative and I.....people smoking, I become choked.

This section tells about how and why Gandhiji tried to imitate a family member. We often imitate people we admire. Copying hairstyles, way of dressing, manner of speaking or habits of film stars, public figures, and/or friends and relatives is quite common. But have you ever thought whether the person you are imitating is a suitable role model? When Gandhiji was about twelve, he and his relative imitated an uncle who smoked. They thought it would be fun to blow out clouds of smoke. They picked up cigarette stubs and stole money from the servants so that they could buy cigarettes. Like all teenagers, they wanted independence. They decided that life was not worth living because they had to seek permission from their elders for everything they did. They got some seeds that they believed were poisonous. However, they couldn't get the courage to eat all of them because they did not want to die. At that age, all kinds of thoughts and ideas cross one's mind and often, some problems seem huge. But don't you think there are better ways of solving a problem than suicide?

All of us make mistakes and learn from them. This is just a normal part of growing up. Have you ever experimented or tried to do things which you knew were wrong and could put you at risk? Can young people correct their mistakes and then continue to live a normal life? Yes, they can. Gandhiji too made mistakes when he was young. But he realised his mistakes. He removed the thought of suicide from his mind forever. He also decided that he would never smoke or steal.



INTEXT QUESTIONS 14.1

1. Tick the correct answer.
 - a. Who did Gandhiji try to imitate as a child?
 - i. his father
 - ii. his friend
 - iii. his servant
 - iv. his uncle
 - b. From where did Gandhiji first get money to smoke Indian cigarettes?
 - i. he earned it
 - ii. from his father
 - iii. he stole it
 - iv. from his friend
 - c. Why did he and his friend go to Ramji Mandir?
 - i. to pray
 - ii. to make an offering
 - iii. to ask for cigarettes
 - iv. to calm themselves
2. Why did their courage fail them when they wanted to swallow the *dhatūra* seeds?
3. When did Gandhiji give up the idea of smoking?
4. How did Gandhiji regard the habit of smoking when he grew up?

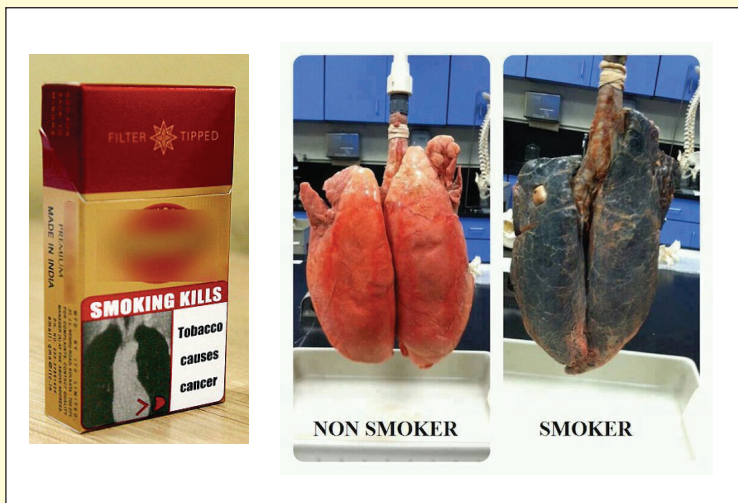
LET US LEARN NEW WORDS 14.1

- a. Write the opposites of the following words from the text using the prefixes 'un-' or 'in'
auspicious, available, dependence, decided, effective
- b. Make sentences with the new words you made by using prefixes.

**DO YOU KNOW**

Cigarettes are made from the leaves of the tobacco plant. For years tobacco has been consumed by people but research has proved that tobacco is bad for health - irrespective of the form in which it is consumed. Tobacco products in India include hookahs, chewing tobacco, cigarettes, *beedis*, snuff, *paan masaala*, etc.

Research has linked the following harmful effects to tobacco use:



- Smokers are three times as likely to die before the age of 60 or 70 as compared to non-smokers.
- Chronic obstructive pulmonary disease (COPD): Known as tobacco disease, it is a permanent, incurable reduction of pulmonary capacity characterised by shortness of breath, wheezing, persistent cough with sputum, and damage to the lungs, including chronic bronchitis.
- Heart disease: Several ingredients of tobacco lead to the narrowing of blood vessels, increasing the likelihood of a blockage, and thus a heart attack or stroke. Researchers have found that people under 40 are five times more likely to have a heart attack if they smoke.
- Cancer: The primary risks of tobacco usage include many forms of cancer, particularly of the mouth, larynx esophagus, lungs, kidneys, bladder, pancreas and stomach.
- Kidney disease: Smokers are at a significantly increased risk for chronic kidney disease than non-smokers.
- Tooth loss: Tooth loss has been shown to be 2 to 3 times higher in smokers than in non-smokers.

- Reproductive health: Cigarette smoking affects the fertility in women and men, sexual function in men, pregnant women's health, the health of the unborn child and the health of younger children. Studies have shown that smoking increases the likelihood of impotence (erectile dysfunction). Smoking during pregnancy causes pregnancy-related complications, premature birth, low-birth weight baby and even and still birth infant death, etc. This can also happen if women don't smoke themselves but continue to inhale the smoke of cigarettes being smoked by somebody else. (Known as passive smoking)

Nearly 8-9 lakh people die every year in India due to diseases related to tobacco use. According to National Family Health Survey (NFHS-2) tobacco use is more prevalent in rural areas than in urban areas in both men and women. Thirty five per cent of rural men in the age group 15-49, smoke cigarettes or *beedis*, compared with 29 per cent of urban men. Quote from NFHS-3 (2005-06)

What is the government doing to discourage smoking:

- heavy taxes on tobacco in all forms
- ban on smoking in public places
- ban on the sale of tobacco products to minors
- very strong warnings about the harmful effects of smoking on all cigarette packets

14.2.2 PART 2

But much more serious could not be a cleansing without a confession.

When Gandhiji's elder brother fell into debt, he took a bit of gold from his brother's armlet to help the brother repay his debt. Later, he felt guilty of his act of stealing. He repented for his action as he knew that he had done something wrong. He decided that he would never steal again. He felt very disturbed and wanted to confess to his father but couldn't get himself to face him. He also knew that his father would be very pained to know what he had done. Gandhiji did not want to hurt his father but he could not bear to live with the guilt. So he decided to confess to his brother. It requires courage to admit one's mistake and to speak the truth. Don't you think so? Gandhiji got the courage to confess because he knew he was doing the right thing. Had you been in Gandhiji's situation, what would you have done?



INTEXT QUESTIONS 14.2

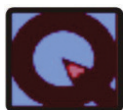
1. How much was Gandhiji's brother's debt?
2. Why did Gandhiji take out a bit of gold from the armlet?

3. What do you think Gandhiji did with the bit of gold?
4. Why did Gandhiji decide to confess to his father?
5. Have you ever done something wrong to help someone close to you? How did you feel afterwards? Write about it in approximately 100 words.

14.2.3 PART 3

I decided at last to write..... beyond measure.

This part of the lesson is about what happened when Gandhiji confessed his deed to his father. In a letter to his father, Gandhiji admitted that he had stolen and asked for suitable punishment for his wrongdoing. He also requested his father not to punish himself for the act and promised that he would never steal again. When Gandhiji's father read the letter, he did not scold his young son because he knew he was absolutely honest and sincere in his confession. Gandhiji's father began to cry. These were not just tears of pain but also love and forgiveness. After reading the letter, he was sure that the mistake would never be repeated. Gandhiji too started to cry. He learnt the first lesson on *Ahimsa* that day. Without any physical violence or angry words, the matter was taken care of. Gandhiji understood the real meaning of *Ahimsa* from his father's peaceful reaction to his confession of a wrong deed.



INTEXT QUESTIONS 14.3

Answer the following questions.

1. How did Gandhiji's father react on reading his letter of confession?
2. Who taught Gandhiji the lesson on 'Ahimsa'?
3. 'Ahimsa' in the story means_____
4. What according to Gandhiji is the purest type of repentance?



LET US TALK 14.1

In the lesson that you just read, Gandhiji wanted to help his brother who was in debt. To clear that debt, he steals some gold. However, he realises that wrong means cannot justify the right end. Given below is a short story about a man called Ratnakar who atoned for his life of theft and dishonesty and became Maharishi Valmiki. Read it aloud to two friends and/or relatives.

When Ratnakar was very young he got lost in a jungle. A hunter found him and brought him up. Ratnakar grew up to become an excellent hunter and married a beautiful girl. As his family grew, Ratnakar found it difficult to feed his wife and children. So, he began to rob people travelling from one village to another.

One day he attacked the holy man Narada who he heard playing his 'Veena' and singing God's praises.

"Hand over whatever you have," said Ratnakar, "else I'll chop off your head."

Narada said, "You can take my 'Veena' if you want but why do you want to chop off my head?"

Ratnakar shrugged and replied, "I make my living by stealing and hunting."

"Brother, stealing is a sin and killing animals is also sinful," explained Narada. "Why do you do such evil acts?"

"What else can I do? My family is large. I have to provide for them."

"But will any member of your family share your sins? Go ask them and bring back their response to me."

"All the members of my family love me and will certainly share the sins that I commit. You are saying all this just to escape from me."

Narada said, "You can tie me to this tree, and then go."

Ratnakar did so and went to ask his family members. All of them said that he was responsible for providing food for the family and he alone was responsible for the sins being committed by him in making a living.

Ratnakar rushed back to Narada, fell at his feet and apologised.

He told Narada that he wanted to become a good man and make his family happy. Narada asked him to meditate and chant God's name until he returned.

Ratnakar obeyed him, and sat in meditation for a very long time. When Narada returned, he found that anthills had covered Ratnakar as he meditated. Narada removed the anthills. Narada told Ratnakar that God was pleased with his atonement by meditation. Narada changed Ratnakar's name to Valmiki, since he was reborn from the anthill (Valmika).

Valmiki built his ashram on the banks of the Ganga, where he wrote the Ramayana.

Discuss the following questions with the persons to whom you have narrated the story. Write down the main points in a notebook.

1. Do you think it is easy to accept that what one is doing is wrong, and then change?
2. Do you know of any person who changed for the better, or gave up a bad habit (smoking, drinking, drugs, stealing, etc.)? How do you think he/she could do it?

**LET US DO 14.1**

Suppose your father gives you a sheet of wrapping paper and cardboard box that has six glasses in it. He's on his way out and asks you to wrap the box because he has to present it to someone in the evening. You agree to do so. Before wrapping the box, you open it and take out one glass. As you are examining it, it slips from your hand and breaks.

What would you do? Select three options that you find most suitable. Justify your reason for selecting them in about 40-50 words.

- a. Throw the broken pieces away, wrap the gift and give it to your father when he comes home in the evening.
- b. Leave the broken pieces in the box, wrap the gift and give it to your father when he comes home in the evening.
- c. Mend the glass with some glue, put it back in the box and then wrap it.
- d. Apologise to your father for what happened.
- e. Borrow money from a friend/relative and buy more glasses.
- f. Take out money from your mother's purse (or any other person's) without telling her/him in order to buy the glass.
- g. Request your mother (sibling, grandparents, etc.) to tell your father on your behalf that the glass broke by mistake.
- h. Request your mother (sibling, grandparents, etc.) to tell him that she/he has broken the glass.
- i. Tell your father that when you opened the box, you found one glass broken.
- j. Tell your father that as you were about to pack the box, a cat/dog/monkey, etc. knocked the box and one glass broke.
- k. Admit to your father that the glass broke accidentally and that you wish to contribute towards purchasing new glasses with your own money (savings, pocket money, festival money, birthday money, etc.)
- l. Suggest to your father that he should gift something else as the glasses are not nice.
- m. Tell your father that you really like the glasses and want to use them, so he should gift something else.
- n. Any other choice _____

**14.3 LET US LEARN GRAMMAR****Present Participle and Past Participle****1. Present Participle**

Observe how the underlined words function in the following sentences.

- The boy washed his hands in running water.
- The sleeping child woke up.

The underlined words in the above sentences are present participles. They qualify the nouns *water* and *child*. They work like adjectives.

Exercise 1

Fill in the blanks with the appropriate form (present participle) of the words given in brackets:

- _____ dogs seldom bite. (bark)
- Detergents are _____ powders. (cleanse)
- Mala showed me her _____ doll. (dance)
- The king wanted a _____ bird. (sing)
- _____ beings need air, water and food. (live)

2. Past Participle

Observe the following sentences:

- The tired traveller sat under a tree.
- Throw the broken glass away.

The underlined words in the above sentences are past participles which are formed by using -d, -n, (tire + d, broke +n). They are used as adjectives to qualify the nouns – *traveller* and *glass*.

Exercise 2

Fill in the blanks using the suitable form of the verbs in brackets.

- Please open the _____ (lock) cupboard.
- We should try to use _____ (recycle) products as they are eco-friendly.
- It was a _____ (plan) holiday.
- Kamla comforted the _____ (frighten) child.
- Please submit the _____ (complete) assignments.

**14.4 LET US WRITE****Message Writing**

Gandhiji wrote a confessional note to his father expressing his feelings.

A note can be a message which you can create to give some information.

Suppose you go to your friend's house and find that he is not at home.

What would you do? You could give your friend's neighbour a message to be conveyed to him, or you could write a note and slip it under your friend's door, or tape it on the door.

A message is that important information which you want your friend to know.

Consider the following situation:

Krishnan and Atul are classmates. Krishnan is out shopping when Atul comes to his house. Atul writes a short note for his friend. He leaves the note with Krishnan's neighbour and requests him to give it to Krishnan.

The message

11 July 2002, 4.00 pm
Krishnan,

I came to your house to return your book. You were not there. I'll come again tomorrow at the same time. Let me know if you will be at home. My phone number is 26843701.

Atul

Discussion

A message:

- is always brief because it deals with only the important points
- is clear and accurate
- does not include direct speech
- does not contain address
- sometimes contains a contact number
- has a brief salutation, e.g., Krishnan

- includes only time and date
- carries only the name of the writer at the bottom

Exercise

Imagine that you need money to buy a book for school. You take fifty rupees from your father's shirt pocket without telling him about it. You know that your father will be confused and angry when he finds the money missing. You decide to write a short note to explain to him what you have done and why. Write the note in about 5-6 sentences.



WHAT YOU HAVE LEARNT

At some point of time, all of us make mistakes and wrong choices. It could be deliberate or unintentional (not done purposely). Like Gandhiji, many adolescents/teenagers experiment with smoking and other risky behaviour even though they know that this is a bad habit and will also upset their parents. Such behaviours can risk health and safety of young people. They are likely to get trapped in an unhealthy habit for the lifetime. You also hurt your loved ones when you do these things.

But if you take Gandhiji as a role model and confess your wrongdoing, explain to the person you have hurt why you behaved the way you did, ask for forgiveness and promise never to repeat it, you will have peace of mind and also be respected for your truthfulness.

A positive relationship with your parents where there is openness, trust and sharing is an important factor that will help you to correct your mistakes, overcome harmful habits and become a responsible human being.



TERMINAL QUESTIONS

1. Gandhiji and his friend smoked cigarette stubs and stalks of some plants. Do you think they were right in doing so? Give your opinion.
2. Why did Gandhiji and his friend want to commit suicide? Do you think suicide is a solution to problems?
3. Gandhiji took gold from his brother's armlet. Do you think his action was correct or incorrect? Give reasons for your answer, in 20 – 30 words.
4. Why did his father weep when he read Gandhiji's confession?
5. You see your friend stealing. How will you deal with the situation? What will you say or do? Answer in 20 – 30 words.

**ANSWERS****14.2.1 PART 1****INTEXT QUESTIONS 14.1**

1. a. iv. his uncle
b. iii. he stole it
c. iv. to calm themselves
2. Their courage failed them because they feared they would not die instantly and also because they were not sure whether killing themselves would solve their problem.
3. Gandhiji and his friend gave up the idea of smoking after they had given up the idea of suicide.
4. When he grew up he regarded smoking as barbarous, dirty and harmful.

LET US LEARN NEW WORDS 14.1

- a. inauspicious, unavailable, independence, undecided, ineffective
- b. Individual responses

14.2.2 PART 2**INTEXT QUESTIONS 14.2**

1. Gandhiji's brother had run into a debt of about twenty-five rupees.
2. Gandhiji took the bit of gold as he had a plan/idea to use it to clear his brother's debt.
3. Possible responses:

Gandhiji sold the bit of gold and used the money he got by selling it to clear his brother's debt.

or

He gave away the bit of gold in exchange for ending his brother's debt.

4. Gandhiji felt disturbed and unhappy after he took the gold from his brother's armlet. He realised he had done something wrong, but he felt this was not enough. He felt that a real and complete cleansing was possible only if he confessed.
5. Individual responses. Accept all responses.

14.2.3 PART 3**INTEXT QUESTIONS 14.3**

1. Gandhiji's father was overwhelmed and wept when he read his letter of confession.
2. Gandhiji father taught him the lesson on 'Ahimsa'.
3. In the story, 'Ahimsa' means to avoid causing pain, being violent and to bring about change in a peaceful and loving manner.
4. According to Gandhiji the purest type of repentance is a clean confession with a request for an adequate punishment for it, and a promise never to commit the wrong again.

14.3 LET US LEARN GRAMMAR**Exercise 1**

- | | | |
|------------|--------------|------------|
| a. barking | b. cleansing | c. dancing |
| d. singing | e. living | |

- Exercise 2**
- | | | |
|---------------|--------------|------------|
| a. locked | b. recycled | c. planned |
| d. frightened | e. completed | |

14.4 LET US WRITE

Individual responses

TERMINAL QUESTIONS

1. Gandhiji and his friend should not have smoked cigarette stubs because smoking is injurious to health.
2. Gandhiji and his friend wanted to commit suicide as they felt unhappy that they needed permission from their elders to do anything. They wanted to be independent. They wanted to be able to act without taking permission from their elders. Committing suicide is definitely not a solution to any problem. We should rather face problems with courage.
3. Gandhiji was wrong to have taken the gold from his brother's armlet because he took it without telling his brother. This act was the same as stealing. Stealing is not justified, even if it is for a good cause.
4. Gandhiji's father was angry and sad that his son had stolen something, but pleased that he had shown honesty and courage and confessed his wrongdoing.
5. Individual responses

Notes

atonement: make
amends for wrong
doing
emitting: giving out
stubs: cigarette ends

Indian cigarettes:
beedis
want: desire
sheer: pure
fought shy: feared
ultimately: finally

barbarous: wild
choked: suffocated
armlet: arm band
debt: something that
is owed, especially
money

dare: to be brave
enough to do
something
adequate: suitable
pledged: promised
confess: admit

agony: suffering
vivid: clear
sublime: great
repentance: feeling
sorry
affection: love

